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ABSTRACT

The major purpose of this project was to further develop, expand, diffuse, demonstrate, and evaluate an educational program which provides an experience-based career education (EBCE) component at the secondary level in three Florida school districts and one postsecondary site. These four components, acting as a consortium, were extensions of currently operating exemplary career education models. Each site was to determine unique strategies and activities which evolved over the last three to five years of operation of career education school based programs. State planning activities were conducted through a task force of representatives from the four systems. Limited funding was a problem at each location. A third-party evaluation was conducted based primarily on post-test and archival data. Some of their findings included the following: (1) EBCE was rated highly successful by the students, employers, and parents surveyed; (2) the present plan for one learning coordinator to run all aspects of EBCE in a school does not appear sound; (3) several difficult management problems occurred during the first year; (4) the original set of objectives was overly optimistic in regard to resources and time schedules, and many objectives did not correspond to project activities; and (6) the task force completed a draft Procedures Manual as the major outcome of the year. Some recommended changes to make the manual more useful to local staff and students were suggested by the third-party evaluators. (BM)

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FLORIDA

EXPERIENCE-BASED CAREER EDUCATION

PROGRAM

1977-1978

THIRD PARTY EVALUATION

INTERIM REPORT

Prepared by

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December 1, 1978

CE 022 525

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Introduction

The Vocational Division, Florida Department of Education, was awarded a grant from the U. S. Office of Education to conduct an Exemplary Project under Part D, Vocational Education Amendments of 1968, P. L. 90-576.

The major purpose of this project is to further develop, expand, diffuse, demonstrate and evaluate an educational program which provides an experience based career education component at the secondary level in three Florida school districts and one post-secondary site. These four components, acting as a consortium, are extensions of currently operating exemplary career education models.

The project has benefited from technical assistance and services from the four national models developed by NIE. The Florida EBCE program is to contain components from the NIE models as appropriate for adaption or adoption. Common objectives were to be selected for the statewide model while local strategies and activities were to be consistent with local policies and procedures. Each site is to determine unique strategies and activities which have evolved over the last three to five years of operation of career education school based programs.

The participating school systems are Broward, Orange, and Pinellas Counties. The post-secondary site is Manatee Junior College. Each of the three public school systems has had one high school participating: in Broward, Boyd Anderson High school; Orange, Maynard Evans High School; and Pinellas, Dunedin High School. All systems have had central office personnel participating in planning and materials development activities.

State planning activities have progressed through a task force of representatives from the four systems. This task force meets periodically and for an extended period in the summer to conduct planning and writing activities. The school sites provide try-out locales and revision opportunities.

The major limitation that is imposed on the project is monetary. The usual Part D grant is used in a single school system and is adequate to install any of the NIE models fairly completely. In Florida, the funds are divided approximately equally over the four units involved; thus, funding was weak at each location.

Moreover, school systems are reluctant to support faculty on soft money funds. Therefore, at each locale, staffing is based on normal state formula. In fact, no federal funds were used for school EBCE personnel in Broward and Orange Counties.

Therefore, funding was an extremely limiting factor in all projects. The determination of an appropriate funding formula is seen as an important project objective in order that future EBCE projects can be funded on a standard enrollment-based formula.

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Summary

This section presents only findings and recommendations that the evaluators chose to highlight. A full summary of conclusions, listed objective-by-objective, starts on page 19.

1. EBCE is highly successful according to students' evaluation of the program. They see EBCE as highly motivating and a better educational experience than regular schooling. All attitude ratings averaged above 4 on a five-point scale.

2. EBCE is highly successful as evaluated by employers. Almost all of them wish to continue in the program and state that they will urge other employers to do so also. Thus, EBCE is effective in building community support for the schools.

3. EBCE is highly effective as evaluated by parents. They report a high satisfaction with their children's progress and motivation. Again, EBCE is seen as building community support for schools.

4. The present plan for one learning coordinator to run all aspects of EBCE in a school does not appear sound. It is too much to ask one person to recruit students and employers, develop sites, direct classroom and guidance activities, and monitor sites. Either classroom activities or site monitoring are likely to suffer, and both are needed. It is not clear that the two-person model proposed in the Procedures Manual draft will solve this problem. The funding formula recommended to the state will need to provide more personnel than are now in the program at the school level or else objectives will need to be reduced considerably.

5. There were difficult management problems in the first year. There existed interpersonal problems and an unusual number of health problems that interfered with project progress. Staff changes and a decrease in personal problems clearly indicate a more effective task force in the second year. However, we do recommend the development of a clearer project management organization for the Part D project and that a clearer organization plan for counties be included in the state plan. In particular, a strong role of the central office for leadership and services appears needed in the state plan.

6. The original set of objectives was overly optimistic in regard to resources and time schedules. Therefore, the project is not on schedule on most proposed outcomes. Moreover, many objectives did not correspond to project activities. We recommend a complete revision of objectives, deleting those that correspond to student prerequisite skills, eliminating some as excessive, and modifying the time line to more realistic expectations.

7. The task force completed a draft Procedures Manual as the major outcome of the year. The draft manual is well done as a first draft, but does need significant revision and field try-out. In particular, we recommend changes to make the manual more useful to local staff and students.

Evaluation Procedures

The evaluation contract was not approved until late in the spring semester. This late starting date meant that planning documents (the first deliverables) were not approved until very late in the school year. This meant that only post-project data could be gathered and that on-going school information gathering could not be adequately merged with evaluation information gathering. Thus, the first year was seen as basically a try-out of evaluation ideas as well as project activities.

In general, the plan was to gather certain post-test data, gather archival data as available, gather survey data from students and employers, and to use extensive interviewing of staff and less-extensive interviewing of employers, parents, and students. All of these data sources were used.

In addition, enrollments during the first year were not as high as we expected. This also affected adversely our ability to get stable information on some statistics. We had expected to have a summer program to evaluate at Manatee Junior College, but the course did not materialize.

We did work closely with project staff and participated actively in some of their activities. We also accompanied the Washington team as it conducted site visits and participated in their discussions and decisions. We monitored closely the staff workshops in the late spring and the summer writing workshop that was not in the original proposal.

It is our expectation that data this year will be quite useful in interpreting future data. That is, we should see gains as the program matures. Moreover, as sample sizes increase, we should be able to pinpoint locales having strong points that can be shared with other locales.

Finally, the major output of the first year was a first draft of the Procedures Manual. We have had all parts of this draft reviewed by at least three persons. A complete report of these critiques appears in this report.

Evaluative Comments on Project Management

The evaluators have been concerned about management of the entire project and of the individual systems. The progress toward goals should have moved much more rapidly.

Personnel problems did exist and these appear to have been alleviated. Several changes in key personnel were made during the summer of 1978 and the changes appear to have had a significant positive effect on working relationships among the various subgroups of staff. Much of the year's progress took place in the summer of 1978 and this activity did carry over into the Fall quarter. Whereas there appeared last year to be considerable tension among the staff, and considerable antagonism toward Tallahassee leadership, such tension and antagonism does not seem apparent now. Whether or not this is due to staff changes is not certain but there does seem to be a real spirit of committment and teamwork quite visible now among all staff.

(It is important to note that there were serious health and family member health problems among staff in each county, and to a less serious degree, at the state level during the first year. Day-to-day planning and efficiency were seriously hampered throughout the project. Such problems have not arisen in the second year.)

In spite of the improved climate in the second year, we would prefer to see a more rigid, traditional organizational chart. That is, we would like to see a stronger central authority, and a designated task force leader. The latter person could be elected or appointed, but one person at the local level who is more-or-less in control would strengthen, if not the project, at least our faith in the project getting back on schedule.

Moreover, we would like to see a more careful consideration of a stronger central office role in on-going school programs. The Pinellas system appears to have done a good job of having central office leadership and close central office-local school relationships. Orange and Broward both have strong central career education offices. The use of these office for more direct leadership and the direct provision of shared services needs to be given greater consideration. That is, what is the role of central office personnel in the Florida plan? We would hope that the role is substantial and that some of the problems local LC's now have could be alleviated by central office shared services for all schools in their respective districts.

Evaluation of State Plan Development

General Comments on the Draft Program/Procedures Manual

This evaluation is based on the assumption that the Florida EBCE Program/Procedures Manual will be used by adults who possess professional training and who desire information on the different elements of an EBCE program for the purpose of program implementation.

Program implementation should be aided substantially by review of these manuals. The content is appropriately related to the educational attainment of the intended user. It also is geared to the developmental level of the individual in terms of familiarity with and experience with this type of educational program--the novice. Quality, specificity and accuracy of content characterize most of the documents. Since the intended user is somewhat new to the ideas, the document needs great specification and has it. Many exemplary forms, charts, reports, "public relations" materials, etc., are included for consideration. However, there are occasional elements that could possess greater specificity.

The drafts possess great clarity and logical progression with statements of purpose, procedures, and resources required for each goal. The style of presentation of information is basically clear, interesting, and adapted to the readers for whom the material is intended. However, there are occasional sentence structures that need to be edited with conciseness as a goal.

Although the information is of a factual nature, it is presented in a stimulating fashion. The total format is pleasing. The typography is fair-blur and typographical errors appear rather frequently. The draft does not appear to have been proofed for these errors. That is, considerable editorial work is still needed.

The manuals do provide adequately for local adaptation. Additions and changes can be made easily. Perhaps the suggestion of local adaptation should be included in the introductory pages of each volume so that local users will read the manuals critically in regard to local needs and constrictions.

Also, it might be helpful to identify the training and experiences of the writing team, at least briefly. The credibility of the manuals can be strengthened by clarifying writer competency.

Forms, questionnaires, and other sample materials are excellent inclusions, since EBCE staff are going to have a great deal to do and need these aids. These materials will be used more extensively if they appear in these manuals in a form suitable for immediate duplication. This means good, clear, high quality duplication of the manuals (and a good editing job on these materials) is required.

Volume I: Management

Volume I follows a logical progression. Goals are stated, followed by procedures, functions, and resources. A very short, but informative, overview prepares the reader for what lies ahead and the rationale behind it. However, when the five components of the model are presented in this overview, they are presented out of order with curriculum first, guidance second, and management (Volume I) third, etc. These should follow the same order throughout the set of manuals.

The writers might consider the possibility of developing a specific plan, including a flow chart or PERT specific to the elements of this program so that the novice

a. gains an immediate sense of the span of the program along with the sequencing of events;
b. can identify each of the steps to be effected and the relationships of those steps; and
c. can be provided a reference to the pages which follow for each of the identified steps.

This PERT chart should be developed to precede the present white pages of the "Program Overview" and should prompt the rewriting of the yellow pages of the "Program Overview."

The draft is readable, with the exception of the typos. Persons first becoming familiar with these concepts should have minimum difficulty understanding this material. There are a couple of spots that are not so clear, though. On p. VI, (b) "Basic skills" needs to be explained (p. 1-9). On page 1-15, it is unclear as to how school based personnel are "subordinate" to district personnel. Some other language might be more effective.

Certainly, one of the major strong points of these manuals is the great specificity and detail consistently made available for the person just learning about the EBCE program. Detail abounds throughout these drafts. Of course, there are exceptions; for example, "other miscellaneous correspondence" (on p. 1-18) for someone new to communication methods might say very little. Language of a very general nature is not adapted for use by the intended users of these materials. Another example is "Provide tangible evidence that industry is supporting the program" (p. 1-19). Perhaps some specific examples of evidence of support could be listed just to ascertain that neophytes understand what is valued.

Sex bias is absent in Volume I. The grammar is typically accurate in the draft, with only a few exceptions: on page 1-20, "by providing..." and "by offering guidance..." are phrases amidst a list of sentences with implied subjects. This should be edited. In addition, "geographically" does not refer to a method of data presentation (p. 1-13, 7a), does it?

The content as well seems primarily accurate. This draft is fairly complete. It implies an incomplete infusion of EBCE practices into the academic classroom, however, and a limited, traditional scope concerning teacher participation in the program. "Instructional personnel" do participate in the "selection of production work to be used as instructional vehicles for accomplishing course objectives," but to what extent (p. 1-20)? It would appear that the classroom teachers could assume greater

roles in assisting students in developing learning plans, as they can correlate the theory they cover typically during class with the experiential opportunities that await students on site. This is not proposed. The Learning Coordinator is to work with the subject area representative in negotiating academic skill activities for the learning plans (p. 1-14) and then the student is to develop, with the LC, not with the instructor, a learning plan (p. 1-2). So, the classroom instructors are not working directly with the student, and the skills negotiated by the instructor with the LC are only academic, not career development or life skills. This indicates incomplete infusion of EBCE practices and principles into the classroom and a traditional academic-only role of instruction. Stronger teacher participation would produce more individualized experiential opportunities and more effective evaluation of the competency based educational process.

P. 1-22, "Stipulated limitations," is vague and in need of some explanation in the text that follows. The text suggests no stipulated limitations, much less how to handle them. Perhaps this is a language problem.

Of particular concern is the omission of any attention to overall program control. The implication is that LC's will be left alone with their manuals and principal to perform as best they can, much like other traditional teachers in traditional fields. However, this is a non-traditional program without the four-year preparation period that "regular" teachers experience. We need a stronger county-level role in supervision, services, and assistance than is true in traditional areas. The outlined program will work well in a school geared specifically for EBCE, that is, an "alternative school" where school-level management and services are tailored to EBCE. However, in regular school programs centralized shared services will probably be necessary and need to be discussed in Volume I.

The writers are commended for presenting good guidelines for setting up a local advisory committee. Some of the real payoff politically arises out of strong, active community member participation on such committees. The importance of community participation cannot be over-stressed. However, the value of such a committee might well be found in informal, personal contacts rather than in formal, periodic meetings.

Volume II: Curriculum/Instruction

The Curriculum/Instruction component of the Program/Procedural Manuals consists of three sections: A, Content Guide; B, Self-Instructional Modules; and C, Appendices for Career Development Skills. As stated in the Introduction, the component is designed to be a comprehensive and manageable delivery system for the academic, career development, and life skills.

One of the objectives of the Academic Skills section is as follows: to provide students with the opportunity to meet minimum course requirements necessary for graduation. However, it is not clearly stated as to how credit will be obtained nor for what courses. The manual states that the modules in the four content areas (English/communications, social studies,

mathematics, and science) were developed and designed on the basis of competencies from a number of apparently relevant sources. It is not clear if the student can expect to receive academic credit in these four areas in addition to credit for participation in the program or if credit will be received only for program participation.

The comprehensive attempt is evident. The great number of objectives and competencies is indicative of the efforts to include competencies listed in "standardized tests, State and district adopted texts, Florida Minimum Student Performance Standards, district materials, and the academic programs of the four national models for EBCE." The attempt is to be praised; however, it does raise some questions. Which objectives have priority in the EBCE program? The Career Development Skills section and the Life Skills section have made some provisions for prioritized objectives and time guidelines. Beyond these sample cases, how are decisions regarding priority of objectives to be made? Will they be made independently at either the county or at the school level or, on the other hand, will state level priorities be set that are applicable to all programs? Which competencies are expected to be attained within a semester and which require a full school year's work? It is reasonable to expect some flexibility to accomodate the uniqueness of each EBCE program. However, further guidelines may prove to be warranted.

The component as a "manageable delivery system" needs to be field-tested. However, there are some suggestions which would facilitate efficient use of the materials. For the sake of clarity, these suggestions will be discussed separately for each volume.

Volume II-A

The title page carries only the designation "Curriculum/Instruction." The "Introduction" refers to the "Florida EBCE Curriculum/Instruction Component." The novice would be helped by making these titles the same; the "...Component" seems the more descriptive.

Repeating the title at the top of page iii would help the reader. The "Acknowledgements" (pp. i-ii) are general for the project and tend to pull the reader away from the title offered on the cover and leave him confused as he begins to read on page iii.

A transition paragraph needs to be written to connect the material on page vii to the listings which begin on page viii and continue on pages 1-1 through 1-8. The reader would be further helped if the objectives and competencies were numbered to be consistent with their appearance on later pages.

On page iii, the last sentence of the first paragraph would be more comprehensible if it said simply: "This part of the Florida EBCE program focuses on the academic, career development, and life skills described below."

The reference to "the correlations charts" on p. iv is weak as it stands; it raises more questions than it answers. Either a forward page

reference should be included, more explanation given, or the phrase eliminated in favor of "...based upon identified competencies."

The last sentence on p. iv (continued on p. v), "External Selections," should be explained. The novice will not know what to expect. Further, the sentence needs to be rewritten so that it does not falsely promise, "...books, magazines, and audio materials." The promise is not fulfilled in either module. In the "Social Studies" there are no "External Selections"--just a divisional page. The same module has a divisional page promising "Evaluations" (Appendix D); the "English/Communications" one does not.

It would be helpful if the "Introduction" on pp. iv-v would be explicit about the categories of appendices the teacher might expect with each module.

The discussion on "Competencies Correlation Chart" (pages 1-9 through 1-18) should be rewritten. The writers need to ask themselves why they have included this material. If their answer suggests that in some way the information is to help the teacher, then they should explain that in their writing and show the teacher how it can be useful. Material from the "Social Studies Program" gives an understandable rationale for the development of the "Competencies Correlation Chart," but pages 1-19 through 1-34 leave the reader observing that they may be interesting but their value for teaching is obscure. Much work is needed to translate these pages into help for the teacher.

The last sentence on page 2-1 communicates poorly and should be rewritten.

In "Career Development Skills," pages 2-6 and 2-7 appear to be interchanged.

On page 2-17, Competency Statement 1g should be marked (P).

On page 2-27, Competency 2e is marked as a priority (P). On page 2-1 it appears so for all but "Secondary-Semester." Should it be a priority there also? If not, how can the teacher make that determination by looking at pages 2-27 and 2-28 only?

Competency 3b is, considering page 2-1, not considered a priority in semester programs. On page 2-31, 3b is marked (P), however. A designation on page 2-31 of the limitation of the priority status is needed.

The relation of the "Career Exploration Workshop"--described on pages 2-34 through 2-37--to some part of the section on "Career Development Skills" needs to be made clear.

On page 3-1 the reader would be helped if a more careful explanation were made of the fact that there are five areas under Life Skills and the fact that the "priority" competencies are all drawn from the fifth of these areas, the "Survival Skills."

It would be further helpful if the competency numbers were used that appear later. The single "Survival Skill" objective is Life Skills objective #5; the competencies for the "Survival Skills" are, therefore, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, and 5m.

On page 3-1 the indicated use of the letter P to denote a "priority" competency is not true for the "Survival Skills" Resource Guide. The word "(Priority)" instead appears alongside the appropriate competency statement. A further inconsistency exists in the fact that, although six of the thirteen competencies bear exactly the same label, namely "(Priority)", only four of these are listed for the "Secondary Students--Semester Program" (p. 3-1) and only five are listed for the "Postsecondary Students--Semester Program" (p. 3-1). The limited application of a "(Priority)" classification to a competency should be noted as each appears in the Resource Guide (5a and 5k are the exceptions).

Volume II-B

The introductory pages of the two sample modules are directed almost exclusively to the teacher rather than the pupil. Only on page 6 of the "English/Communications" module and the sixth page (unnumbered) of the "Social Studies" module are there comments that speak directly to the student, and in both modules the next paragraph reverts to the situation of talking about the student rather than to him.

There should, of course, be a "Teacher's Guide" for each module, and the "Overview" pages of each of these modules provides a good start for such guides. However, if there is a sincere intent to make these modules "Self-Instructional" as the titles indicate, then a guide for the student needs to be prepared which overviews the module in words directed to him and then gives appropriate instructions event by event.

The set of "Student Activity Sheets" seems generally well done. Since it is essential, however, for the Communications units to be "Self-Instructional," it would seem wise--even necessary--to pilot the modules with groups of students with the specific purpose of gauging the communications qualities of the sheets and modules.

It is questionable if students will have the maturity and academic background to follow through on the self-instructional module. The directions for using the module may be too difficult for some students to understand. Some of the suggested activities, such as the project writing guide (Content Guide, p. 3-8), are rather complex, even for more sophisticated students than are usually found in secondary schools.

Persons using the manual should be prepared to guide students through the self-instructional modules to a greater degree than the manual suggests. In addition, the manual might serve merely as a guide and the coordinator should be prepared to adapt the materials for individual use with students. As the material stands, the "Self-Instructional" designation is inappropriate.

Volume II-C

This is a group of sheets divided by thirteen title pages. Each title page reads, "Career Development Skills Appendix __" (in the blanks: 1 through 13). In no one of the thirteen cases is there a full list of contents. The pages are not numbered sequentially with reference to this program. In most cases, page numbers are present because the materials have been copied from other sources.

The usefulness of these pages cannot be realized, or even judged, until they are numbered consecutively and the contents identified in appropriate listings which suggest the rationale for their present groupings. Sub-headings on the divisional headings would be a helpful first step.

Volume III: Guidance

As in the other procedures manuals, there is great specificity and detail. The practical, applied nature of the text should be helpful to one attempting program implementation. A good example of the detail which typifies this manual is the recruitment element resource #5 (p. 1-7), Promotional Techniques and Recommended Personnel, as well as resource #6 (p. 1-8), Suggested Content of Promotional Activities. The suggestions are comprehensive and down-to-earth. Another example of excellent specificity is resource #5 (p. 1-33) of the orientation element, Group Leadership Guidelines. A comprehensive, detailed coverage certainly piques the interest in the many facets of group discussion. The text includes references, also.

Instances of nonspecific information are "capacity to be self-directed" (p. 1-3) in reference to EBCE student eligibility requirements; student performance evaluation in terms of "excellent, good, fair, and poor" (p. 1-10), rather than by indicating a letter or numerical grade average. How does one detect a capacity for self-direction that will meet with agreement from authorities?

This manual seems reasonably complete. It would be more complete if inventories such as those appearing on pages 1-16 and 1-17 were documented. Are these NIE lab materials, or locally developed, or published?

An instance of inaccuracy that jumps out is on page 1-70 under "How to determine program needs for student information." The text that follows "doesn't follow," i.e., it does not tell how to determine program needs for student information. Perhaps this section ought to be called "Required record keeping."

Sex bias is held to a minimum. We found only one statement committing the sin: under Life Skills Plans, page 1-45, "...skills...at his own pace...through his individualized planned curriculum."

In reference to clarity, some work could be done with the few examples following. "Sample Orientation Schedule" should include "Student" in the title (p. 1-23). "C/I component" may mean something to you, but

it might not to many others (p. 1-45). "Project cards" is not in the vocabulary of many persons interested in EBCE program implementation (p. 1-72). "Adjustment of learning expectation..." sounds traumatic, but rather vague (p. 1-75, Transferring into the program).

There is a redundant page in the manual; pages 1-11 and 1-12 are almost identical.

The writing style of the author leaves much to be desired in a few sentences. This rather ugly comment is made in reference to run-on sentences and to unreadable sentences. Run-on sentences that deserve some award/attention are: page 1-20, "Because Experience-Based Education ... (43 words later) the program." A "38 'er" follows the "48 'er" in the same introductory section. A 44 word sentence on page 1-43 keeps you looking for the period, "The number of forms...personalized objectives." A 37 word sentence on page 1-75 merits mention, "The program's student recruitment process...openings occur."

Some notice must be paid to badly constructed sentences/phrases since there are a few of them. On page 1-21, "Resources--How to Orient Students"; page 1-24, "1. Introduce students to...and their respective roles"; page 1-34, "...advantages...--Students can understand what they learn...as it applies to their own lives"; page 1-43, "Resources--How to Use the Forms...and Evaluation Forms"; page 1-72, "Introduction--The system of record keeping includes files...and staff files."

Volume IV: Community Resources

This volume is comprehensive and contains many specific, practical aids. It approaches completeness--taking the reader from the community liaison role to the maintenance of community resources, spelling out necessary steps and essential considerations.

Editing of this volume would be helpful. There are a few spots which could be improved upon, in terms of readability: (1) the use of the phrase "relative to the community resource" modifying "information" seems loose, not cogent (p. 1-1); (2) "Books to children" on the reading materials check list reads vaguely (p. 1-32); (3) "organizations recruited by students" also does not communicate what the writer meant (p. 1-21).

There are some places in which more detail would be helpful. For example, in procedure #3, Site Recruitment, a crucial aspect of the Community Resources component: "Identify potential resource sites." More specific examples and methods for identifying resources should be given for the procedures: "Identify previously developed resources and contacts, and identify personal contacts."

There is some nominal evidence of sex bias in most of this draft. There is flagrant sex bias in the Far West School Guide for Resource Persons and Community Organizations. This Guide uses almost total masculine reference. There is one example including feminine reference. The nominal bias includes: (p. 1-9) "John Doe, President of the Chamber of Commerce..."; (p. 1-21) Resource #6 lists "Service Organizations, such as

Rotary, the Lions, the Kiwanis, and other groups committed to various types of community service"--these are predominantly male organizations; (p. 1-38) Job Description: "children of working 'mothers'..."; (p. 1-45 and 1-46) "...the student uses his entries.." and "...the student has narrowed his list." As a counter example, the North West Laboratory materials (p. 1-87) shows a male in a traditionally female role. In spite of the statement of purpose for the community resource component: "The C.R. component will bring together employers and community site resources with learning strategies to provide individual students with personalized opportunities for...," there is a dearth of reference to academic resource persons' participation in site recruitment, site analysis, and site utilization. In an experiential education program, this statement implies participation of academic resource persons as well as community resource persons. Only through this cooperation of academic resource persons and community resource persons can the most optimal, relevant, personalized and developmental use be made of the community resource environment, as well as of the experiential mode of instruction and community resource persons.

Specifically, procedure #4, Site Recruitment element: "Determine EBCE program needs for resource sites." In regard to program requirements, the review is to estimate the number of sites needed, in combination with the total student enrollment. What about the academic resource person participation in and coordination of the educational experiences in the variety of environments offered EBCE students? Do the faculty assist in an attempt to integrate classroom theory and practical experience in the establishment of this experiential education program, and, therefore, in the establishment of program needs for resource sites? This seems an essential and definitive component of the experiential education process.

Procedures #4 and #5, Site Analysis element: #4, identify validated tasks which students can observe, and #5, identify validated tasks in which students can participate. It would appear that in an experiential education program there would be some indication in the site analysis element, not only of validated tasks which students can observe and validated tasks in which students can participate, but also, validated tasks which students should observe, and in which students should participate. Once again, there is the question of classroom resource persons coordination of/or cooperation in determining community resource site learning opportunities and specification of recommended tasks available at the community resource site.

Goal #2, Site Utilization element: "To maximize the community resource sites' awareness of the concepts and practices of the EBCE program." As EBCE is an attempt to merge the worlds of work and school, it seems plausible to merge the leaders of these environments as much as possible for maximal coordination of the experiential educational program. Consider recommending attendance of resource persons in any workshops/seminars in the community or in the school. Whether the intent is orientation (Procedure #1), gathering information, or sharing perceptions (Procedure #2), benefits very likely will accrue from increased exposure of representatives from the two environments.

Goal #3, Site Utilization element: "To access students to available community resource sites." You should consider the addition of a procedure

calling for the use of a seemingly vast reservoir of human resources excluded in this manual--the general faculty. Disseminate materials, site placement opportunities, e.g., to the faculty and give them the responsibility of classroom infusion of experiential education concepts. It is not clear that this is done, if it is, from these procedures.

Goal #4, Site Utilization element: "To establish an ongoing process for the maintenance of community resource sites. Consider extending procedure #1 to include "...maintaining communication and liaison with cooperating community resource sites," with cooperating academic resource persons, and between representatives from these two environments. Consider extending Procedure #2 so that input to the EBCE staff comes not only from community resource persons, but also from academic resource persons, and from either of these parties to the other.

Volume V: Staff Development

This manual outlines in-service training programs. It includes identifying persons needing training, identifying the training needs of these persons, and selecting training programs and activities. Procedures are modeled after in-service programs of Orange County in which staff development is categorized under three levels: Level 1 is for persons who will be involved directly in program activities; Level 2 is for key support personnel; and Level 3 is for the orientation of the general educational profession who are only peripherally involved in EBCE.

The bulk of Volume V is a catalog containing objectives, activities, and resources for in-service. It is based upon work done at Ohio State University. This entire catalog appears upside-down in a way. It would be more readable if double pages of material were read as long pages, e.g., if p. 2-3 contained 0-1 followed by 0-2 and p. 2-2 contained 0-3. The catalog contains no resources for assistance, as these materials were cited as unavailable until the 1978-1979 school year. The component codes M, G, C/I, and C/r need to be defined in the preface to the catalog. Moreover, there appears to be a need for a classification by level or it should be made more clear why the three levels of in-service are identified.

In regard to pp. 1-5, it is unclear who is to do any of this. Obviously, it is not the LC or CRC, as they are in-service students. This appears to be possibly a central (county) responsibility, although it could be a state function. Such confusion ought to be considered in Volume I. Who identifies persons needing training or what training is needed? Who does the training? The document does provide some excellent advice for someone.

The notion of certification of LC's and CRC's is a good one. Does this suggest a state certification procedure? Would it be higher than a Rank 3 certificate? Or is this something less formal? If so, who will do it? Criteria for certification are not presented, but are promised during the 1978-1979 school year.

Evaluation of in-service is necessary. Can't the manual include copies of the instruments, checklists, and Form TE-9 alluded to in the draft?

Comments on Individual School Systems

Broward County

Broward County system was unique in that students enrolled in the EBCE program for the entire year. Some of the students had completed all of their graduation courses; therefore, their only contact with the school was for the Friday seminar with the Learning Coordinator.

The strongest parts of the program as perceived by the evaluators were the site development, placement, and monitoring, along with curricular development. The weakest areas appeared to be the instruction and guidance components.

There appeared to be a lack of communication between county level staff, where much work was accomplished on developing instructional materials, and the school staff.

Orange County

Orange County's program was similar to Pinellas' in that the EBCE program was designed for one semester; however, unlike Pinellas, some seven students were enrolled only in EBCE during the last semester, which meant that these students had no contact with the regular school program. The strongest component of this program appeared to be the personal relationship the students developed with the staff members and the apparently useful seminars which served as exploratory activities. The weakest elements appeared to be the communication with work site personnel, including scheduling and monitoring students at site. Some parents also displayed a lack of information about the program. The relationship of the county office, where overall project goals are of high priority, and the day-to-day functioning of the learning coordinator is not clear to the evaluators.

Pinellas County

The Pinellas County program was based on the principle that each student should be in school for part of the day; therefore, all students were enrolled in courses other than EBCE. It was also designed as a one semester experience. The strength of the Pinellas program appeared to be the learning activities and personal guidance relationship that developed between the learning coordinator and the students.

The weakest elements appear to be site analysis and monitoring of sites along with a lack of support for the school program by the county level staff member assigned to the project. A change in county personnel was made for the second year of the project.

Comments on Manatee Junior College

Evaluation at Manatee Junior College was extremely limited. Due to the late start of the evaluation contract, data were not gathered in the spring. It was our intent to conduct a thorough summer evaluation under the expectation that we could monitor one class through a full cycle (and would not have public school students to monitor). However, a summer class did not materialize, so we could not follow our plan.

The Florida task force decided to spend full time for part of the summer on drafting the Procedures Manual. The Manatee staff participated in this activity on a full-time basis. Thus, the failure to have a summer program provided an opportunity to work more closely in overall state planning.

We do have some evaluative information, however, and some comments on the role of Manatee Junior College in the overall Florida project.

The junior college program was developed largely by two staff persons, one taking primary responsibility for site development and monitoring and one taking responsibility for classroom work. Both staff played key roles in task force writing and planning activities. Fourteen students were enrolled in the spring of 1978.

The junior college setting offers unique problems and opportunities for EBCE. Enrolees are adults who need help in career development or career change. (Ages ranged from about 20 to about 35 for the initial 14 enrollees. Nine were female and five were male.) There is opportunity at this level to identify "undecideds" as part of student recruitment, and this opportunity is being used. Moreover, credit can be given in a variety of ways.

Credit is described by Manatee personnel in the following quotation:

> The fourteen students who were participants in the first pilot effort registered under "Introduction to Careers for one hour college credit." This is a course required of all students enrolling into the Cooperative Education program. The credit also is counted as elective credit for all AA and AS degree programs. During this initial developmental effort, the staff followed the recommendations of the group of key administrators and faculty (representing all academic departments on campus). This action was approved by the executive committee as that most appropriate for granting credit for the first group of students. No course can be offered which does not award academic credit. . . .
>
> Based on the positive feelings about the value of the program, plans have been made to present the EBCE program to the curriculum council for approval to grant academic credit according to the number of modules of instruction prescribed for each participant. This will include credit in the areas of Math, English, and Reading as well as Career Psychology and Introduction to Careers, which is part of the Cooperative Education Program.

Plans have been made to expand credit to two hours with a "Career Psychology" social studies credit. The credits will apply to AA or AS degrees. The junior college can easily provide credits for in-depth experiences as individually directed study.

The staff has considerable background data on students. Five students were clearly identified as "undecided" and needing to make a choice of major. Eight students were identified as "not having clear goals" or as needing "more counseling services." Others were identified as desiring exploratory experiences in a chosen field of study. Thus, EBCE is seen as a counseling/exploratory opportunity by most students, or as an opportunity to clarify the nature of work in a tentatively chosen field.

We were provided with a list of 40 potential sites, each with the name of a contact person. The 40 sites covered a wide range of opportunities from small businesses to industrial and large retail or wholesale businesses, many service agencies, several media opportunities, various professional opportunities, and others. It was apparent that students could explore careers at various levels of training requirements.

The problem of articulating secondary and post-secondary programs has not been attacked. The present activities are geared to getting EBCE going at both secondary and post-secondary levels. However, articulating the two levels is an objective that must be addressed. This probably requires the installation of high school programs in one of the other three systems. Some preliminary work on identifying replication sites in Manatee high schools and/or getting St. Petersburg Junior College to participate has taken place. This effort is directed toward either Pinellas personnel helping initiate Manatee high school programs or Manatee personnel helping at St. Petersburg Junior College.

Evaluation Summary for Each Objective

Introduction

This section presents each objective, as stated in the original proposal, along with a summary of our opinions of progress in regard to each. A general opinion is that the project is not attending to many of these objectives. The list is overly ambitious in some regards and, on the other hand, includes as objectives items that are best considered as prerequisites. Our primary recommendation is that the objectives list be re-evaluated with the intent of deleting those objectives that do not correspond to project activities. The first year's experience should provide a basis for determining a reasonable set of objectives. (This review did begin in the Fall, 1978, quarter and should be completed in the Winter, 1979, quarter. The revised list will be the basis of the second year evaluation.)

In regard to student product objectives, this section summarizes results only. The reader is directed to see relevant text and data tables located later in this report for a more complete understanding of student performance. Our data is based upon tests and surveys. In many cases, testing could be abbreviated and data made more valid by obtaining of evidence as part of the on-going program. For example, naming and describing careers, writing resumes and letters of application, or conducting oneself properly in interviews are all examples of objectives that can be assessed as part of the on-going program.

Project Objectives

1. Alternative procedures and curriculum materials for providing performance based credit in basic subject area courses satisfying graduation requirements at both the secondary and post-secondary levels will be identified, reviewed, revised and/or developed, implemented and evaluated.

A thorough search of existing materials was made. Each system staff is well informed on state and local requirements and has worked hard on the credit issue. Credit issues were not resolved except on a system-by-system basis; therefore credit procedures were not described in the draft Procedures Manual. State policy will possibly be developed in the winter quarter of 1979.

Curriculum materials were prepared, but not in time for review and revision. This revision process was well under way in the Fall, 1978, quarter. The draft has been reviewed by present LC's, the evaluation team, outside consultants, and others, and this input is being used for revision. Assessment techniques are included in some areas and need to be tied into the evaluation plan.

2. Procedures and materials for implementing all other components of the EBCE program at both the secondary and post-secondary levels will be identified, reviewed, revised, and/or developed, implemented, and evaluated.

The draft Procedures Manual does have volumes for all non-curriculum components of EBCE. Revision comments are above. No field testing has taken place and probably will not until a new version is published.

3. Step-by-step installation manuals for EBCE programs at both the secondary and post-secondary levels will be planned, developed, and disseminated.

There is one over-all Procedures Manual draft that includes input from all systems. There is no clear distinction between secondary and post-secondary activities. The draft set of materials will not be ready for dissemination until possibly the end of the second year.

4. Within the limits of funding, technical assistance related to the planning, implementation, and evaluation of EBCE will be provided to companion replication sites for each of the four consortium members (3 secondary and 1 post-secondary).

Planning for replication took place in all systems. Expansion took place in three systems, but only Broward took EBCE to a new site. A new class was added at Manatee Junior College, Dunedin High School, and at Boyd Anderson High School. In addition to the new section at Anderson, a replication site at Broward was initiated. No expansion or replication took place in Orange.

Pinellas does have a replication plan for the second year. Two teachers at Dunedin will work together for the Fall, then one will move to a replication site as an experienced LC. Both LC's are major participants in the state writing and planning activities.

Replication sites in general have not been identified, nor are materials sufficiently ready to use in new sites. Local management plans exist at some sites for first year projects, and can be modified for replication sites. The Pinellas local plan appears to be developed best and should be shared with other systems.

Identifying a new junior college is a serious problem. We suggest that a high school program be initiated in Manatee and/or a junior college in any of the other three counties be brought into the program. By getting a high school and junior college together in one county, attention can be paid to articulation and cooperation problems.

5. To ensure that the EBCE program is supportable within FEFP (Florida Educational Finance Program) funding limits, an adequate cost category assignment will be obtained.

This has always been identified as the key problem to solve if EBCE is to survive. However, too little attention has been paid to determining a proper funding category. The staff has not accumulated legal and regulatory data concerning establishing categories. Therefore, no attempt at writing justifications has been made. Strong attention to this objective is expected in the Winter of 1979.

It is apparent to us that the present program provides too little personnel support to students. The attempt to hold costs to present formula has led to either a de-emphasis of career education concerns (e.g., in Broward) or to a possibly inadequate site monitoring program (e.g., Orange and Pinellas). That is, we need both a strong guidance and career education (school-based) component and a strong site development and site monitoring component. Present funding levels do not appear to support both. A greater focus needs to be given to just what it will cost to provide both aspects of EBCE.

6. Descriptive dissemination materials will be developed and distributed as appropriate to:

a. all high schools within the state.
b. all state departments of education within the nation.
c. all community/junior colleges within the state.
d. the four national models for EBCE and their official replication sites.
e. selected participants in the 1976 Commissioner's National Conference on Career Education.
f. all persons requesting information about the project.

Progress toward these goals is inadequate in all items listed. Local programs are getting needed publicity, but official EBCE materials have not been developed, especially for other than local use. Planning activities for descriptive materials began in the Fall of 1978, with an expected publication date for some brochures early in 1979.

7. A slide-tape orientation to the EBCE program will be developed, duplicated on flimstrips, and utilized in demonstration and replication.

There was inadequate progress toward this objective. Script work has not begun, although some systems have collected slides that could be chosen for the final version. This activity is now expected to be conducted in 1979.

8. All visitors to the school sites will be provided opportunities to see EBCE in operation and to talk with administrators, learning coordinators, teachers, counselors, students, and community site resource people.

All sites are receiving visitation. However, there are no formal plans for visitation. Considerable work needs to be done in this area before these sites can be used for organized observation for dissemination purposes. For example, there is a need for a site host or hostess who can give school and on-site tours without requiring other persons to stop work. Target groups need to be identified so that their representatives can be invited. Possibly, specific times of the year can be identified as to when visitation can be most meaningful and easily managed.

Student Product Objectives

1. For selected occupational areas of their choice, students will be able to identify and describe at least five representative careers.

Few students demonstrated this competency when asked to do so in our evaluation testing. Group average performance was extremely weak.

2. For each career identified through Objective 1, students will be able to identify:
   a. career and subject area skills involved.
   b. education and training required for entry.
   c. current salary range and life style.
   d. ways in which the career contributes to the welfare of the individual, family, and society.

Few students demonstrated these competencies. Group performance was inadequate.

3. Students will be able to demonstrate self-awareness and decision-making skills by:
   a. identifying their key abilities, values, interests, achievements, and tentative career choices.
   b. indicating those identified abilities, values, interests, and achievements which are important to achieving identified tentative career choices.
   c. identifying conditions which may prevent them from pursuing tentative career choices.
   d. identifying ways of overcoming such obstacles or selecting alternative realistic career choices.
   e. developing, with the assistance of the learning coordinator, an individualized EBCE learning plan which identifies:
      1) the basic subject areas for which credits are desired and/or needed and the corresponding objectives, activities, and resources through which these credits will be earned.
      2) the employability/life skills and competencies to be acquired and the corresponding activities to be completed for each.
      3) career area, corresponding community sites, and a tentative schedule for exploration.
      4) target dates for completion of all activities.
   f. developing a plan for realization of tentative career choices which includes educational alternatives and/or work experience.

Performance on a, b, c, and d were assessed largely by Super's Career Development Index (CDI) and partly by interview and survey. Students appear to be performing adequately in these four areas. The data indicate generally that students are doing adequately in planning and using resources, but could improve in decision making and in career development information. Students are given self-exploration activities, so do well in a and b, but evidently could use more work on actual career development.

In regard to item e, the draft Procedures Manual does provide appropriate procedures. In the 1978 program, students had to achieve needed credits prior to enrolling in EBCE or by taking needed concurrently in non-EBCE courses. Student projects were required which were individually developed and served as a learning plan; however, improvement in this area are expected as LC's follow the Procedures Manual.

In regard to item f, most students do leave the program with an immediate career objective. However, there is no evidence that students, by activity, were required to consider career choices along with appropriate educational or experiential requirements for their choices.

In summary, students appear to be doing adequately on Objective 3, but there needs to be stronger evidence that the project does focus formally on these sub-objectives through requiring relevant activities.

4. Students will be able to demonstrate employability skills by:
   a. demonstrating appropriate behavior and appearance in an actual or simulated job interview.
   b. successfully completing application forms and resumes.
   c. demonstrating good interpersonal relations, effective work habits and oral communication skills.

In regard to appropriateness of dress, interpersonal relationships, work habits, and oral communication skills, students perform adequately. However, on each of these there are a few exceptions to be noted. We should be able to eliminate all exceptions (that are not caused by speech handicaps) and this could be done by proper site orientation and adequate site monitoring.

All students must undergo actual interviews and most have had to complete application forms and either resumes or letters of application. Our only direct data was to request students to give us in an examination setting the body of a letter of application. We graded these letters on a nine-point scale and judged performance on relevance and style. Performance was inadequate overall. Only 9 of 36 students received ratings in excess of "5." More formal work is needed in these "academic" aspects of careers. This need can possibly be filled in regular classes, but attention needs to be given in EBCE if it is not adequate in regular instruction.

5. Students will be able to demonstrate reading and comprehension skills by identifying the main points, author's purpose and/or major facts and details from:
   a. a newspaper or periodical selection.
   b. materials pertaining to their areas of career involvements, and vocational and/or recreational interests.

We did not assess this objective directly. All students had previously passed the state's minimal literacy examination which provided this evidence. Most students were required to read manuals while on-site.

6. Students will be able to demonstrate effective writing skills by clearly and correctly preparing
   a. the required materials pertaining to their areas of career involvement (e.g., reports, records, forms, etc.).
   b. letters, descriptions and reports required in normal daily living.

The weak performance on our "writing sample" was pointed out for Objective 4. It is our opinion that greater attention must be given to writing requirements of careers.

7. Students will be able to demonstrate basic quantitative skills by
a. correctly interpreting information presented numerically and graphically.
b. correctly performing arithmetic operations necessary for successful daily living such as
   1) making and receiving change.
   2) modifying recipe quantities.
   3) measuring items.
   4) doing comparison shopping.
   5) generally and accurately dealing with weights, measures, calendars, clocks, etc.
c. correctly performing mathematical operations necessary for their chosen career.

This objective was not assessed. All students had previously completed tests of academic skills. Scores on reading, language (or English), and mathematics were obtained from student records and reported. No student was in the lowest stanine (lowest four percent) in language or reading and only two were in the lowest stanine in mathematics. Thus, there were two students, at least, who probably needed additional mathematics help. However, there were no quantitative activities, so parts a and b of this objective are not seen as relevant to the project. Although part c is relevant, we did not gather data for it. Possibly, the on-site activities should include the identification of all writing and numerical requirements. The survey of students' opinions concerning EBCE outcomes reinforces these conclusions, as the project received neutral ratings for all items asking about academic skill development, whereas students normally gave high, positive ratings to other aspects of EBCE.

8. At the time of exit from the program, students will be able to
a. enter a part or full time job or program of education or training commensurate with ability, achievement and interest.
b. participate in a follow up study to determine appropriateness and adequacy of preparation.

End-of-period surveys indicate a reasonable expectation of students for either work or additional study. All students identified two career areas and few students reported that they were unsure about their next steps toward a career. All students expect to be involved in follow up studies.

Student Process Objectives

1. Students will be provided opportunities for career exploration through placement at a variety of employer sites which match their interests and needs.

All students received on-site experience. Each system developed a satisfactorily broad set of site opportunities. However, most students did not engage in a wide variety of on-site experiences, but focused on one or two sites. Possibly, greater exploratory opportunities are needed for some students. There are class activities that are used in site selection and students are allowed to change when they are not satisfied.

Greater flexibility is probably needed, but probably requires extra personnel to develop and monitor sites.

2. Students will be provided site-related opportunities for acquiring credit on a performance basis in basic subject area courses which satisfy requirements for graduation.

Considerable effort has gone into developing credit schemes. All students receive credit of some sort. However, only at Broward does credit for "basic subject area courses" appear to be feasible at the secondary level. The state plan should show clearly how basic course credit can be earned and assigned. Credit problems at junior colleges probably will not exist. Manatee Junior College is giving direct course credit, but developing individual study credits through academic departments probably is quite feasible.

3. Students will be provided sex-fair guidance and counseling experiences related to self-awareness, decision-making, and personal and career planning.

All students do receive guidance activities and have the full school guidance and occupational information programs available to them. However, more direct work is needed here as this set of activities will get at the career development areas that need improvement. We found no evidence of sex bias in the programs, but no evidence of strong attempts to break down traditional sex-role stereotyping either. Again, this appears to be a time and personnel problem, but does need additional attention.

4. Students will be provided with sequences of activities related to employability/life skills and competencies.

These areas are a major concern to the Florida staffs. The Procedures Manual draft includes activities and resources in these areas. However, delivery during 1978 was mixed with these skills being taught only incidentally in at least one system.

5. Students will receive placement assistance in employment, education, or a combination of the two and will have the opportunity to participate in follow up studies related to the appropriateness and adequacy of their preparation.

There is no formal EBCE assistance in regard to this objective. However, every school has regular staff with career placement assistance responsibilities and has regular guidance staff to assist in educational placement.

Academic Background of Students

Academic Enrollment

Table 1 lists the number of regular high school courses in which students were enrolled while participating in the EBCE program during spring semester. The patterns for the different schools indicates that students in Dunedin were more involved in the regular school curriculum than was true at Anderson or Evans. With six students at Anderson and seven at Evans only enrolled for EBCE credit, one readily understands how the students may lose contact with regular school activities, a problem reported during parent and student interviews. The year-long program at Anderson for students enrolled in EBCE only is closer to the Alternative School Plan of the Far West Laboratory; however, they do not have sufficient staff to support the FWL approach.

Basic Skills

Tables 2, 3, and 4 present data obtained from student records for tests of basic skills for the EBCE students by school. The evaluators, at the project coordinator's suggestion, used this data to satisfy the objectives concerning minimal competencies for students in the basic skill area. Data for Anderson was reported in grade equivalents with a ceiling of 13.6 which converted to a stanine of 6+, which prevented reporting the top three stanines. However, since we were interested in the minimal competency levels, this presented no problem. Certainly two of the students in the area of mathematics would be questionable as to meeting project standards. When considering a stanine of 5 as representing the average for the norm group, Evans and Dunedin students appear to be scoring slightly above average with Evans having more students in the high stanines and with Anderson students scoring slightly below average.

Writing Samples

So that a sample of their writing ability might be assessed, students were asked to write a one-page job application letter to a prospective employer. The writing samples were given scores of high, medium, or low in two areas--quality of content and writing conventions. The raw scores were converted to a 1-9 scale.

Table 5 shows the number of students obtaining each score. The mean score derived on the writing samples by EBCE students in each school is also indicated.

A total mean score of 4.13 was derived. A score of 5 indicated average ratings in both the content and the writing convention areas. Nine of the students received low ratings in both areas and an additional 8 obtained low ratings in at least one area. The average rating of 5 was the most frequently obtained score. Eleven students obtained this score. Only nine students received a high rating on either the content or the writing convention area. No student obtained the highest score of 9 which indicates high ratings in both areas.

Table 1

Number of Courses, Other than EBCE, in Which Students Are Enrolled

School	Number of Courses				
	0	1	2	3	4
Anderson	6	7	3		
Evans	7	5	3	3	
Dunedin	1	3	3	5	3

Table 2

Dunedin High School
Test of Academic Skills (11-77)*
Stanines

	1	2	3	4	5	6	7	8	9
Reading		1	1	1	6	6	1		
English		1		1	7	2	2		
Mathematics		1		3	4	7			

*Data from 1974 listing used for Reading and English for one student, and Reading on one other student. Data is missing on English for second student.

Table 3

Maynard Evans High School
CTBS (10-76)*
Stanines

	1	2	3	4	5	6	7	8	9
Reading		1		4	8	4	4	2	1
Language		2	2	5	5	6	4		
Mathematics	1	1	2	1	9	9	1	1	1

*Data was reported from testing on 10-74 for three students.

Table 4

Boyd Anderson High School
CTBS (4-77)
Stanines*

	1	2	3	4	5	6+
Reading		3	2	6	6	4
Language		1	4	11	1	4
Mathematics	1	3	4	2	6	4

*Data was reported in Grade Equivalents with maximum grade equivalent as 13.6 yielding only a 6+ stanine from data tables.

Table 5

Rating of Writing Sample by School

School	N	Rating on 1-9 Scale									$\bar{X}$
		1	2	3	4	5	6	7	8	9	
Boyd Anderson	15	4	1	2	0	4	1	0	3	0	4.13
Maynard Evans	9	2	0	1	0	3	1	0	2	0	4.66
Dunedin	13	3	1	3	0	4	0	1	1	0	3.76
TOTAL	37	9	2	6	0	11	2	1	6	0	4.13

Five Careers

The students at each site were asked at the end of the semester to "List five careers you feel you might like to pursue after completing your education. After each career, list subject area related to the field, education and training required, current salary range, why this career appeals to you, and how people in the career area contribute to society." A 25-point scoring system was developed allowing five points per job. Utilizing the most liberal scoring possible the means and standard deviations are presented below.

Means and Standard Deviations for Five Careers

	N	$\bar{X}$	SD
Anderson	16	8.12	6.49
Evans	10	7.80	6.00
Dunedin	14	10.50	4.94

One student scored a maximum of 25 points at the task, but it is evident from the low means that either the students learned very little about careers or they did not take this task as a serious undertaking. Some evidence indicates the latter in that on the End-of-Year Survey where students were asked to list two jobs they might consider, the choices appeared more consistent. Also the students were completing a number of data forms at the end of the semester when this task was given. If this attempt does represent the amount of knowledge the students have learned about their career possibilities, then the project objectives in this area were not fulfilled.

Career Goals

Super's Career Development Inventory (CDI) was used to assess career related objectives.[1] Data were gathered at the end of the school year only. (September testing on CDI was conducted in 1978, but these fall data are not reported here.) We provide some basis of interpretation by comparing Florida data to data provided by Donald Super, although Super's data is highly limited.

CDI has six scales. These are:

I. Extent of Planning,
II. Use of Resources,
III. Career Decision Making,
IV. Career Development Information,
V. World of Work Information, and
VI. Information about Preferred Occupational Group.

To understand CDI content, the reader should review the items contained in each subtest.

The maximum sample sizes for schools are as follows: Anderson, 18; Evans, 12; and Dunedin, 14. For some parts one or two scores were missing. No CDI data were collected at Manatee Junior College in the spring.

Summary statistics appear in Table 6. Since some scores appeared atypical, central tendency was estimated by normal averaging (means) and by winsorized means. The latter process did not result in apparent differences, so subsequent analyses were conducted using the usual mean estimate. Both estimates are reported.

This table also reports Super's overall grade 11 means based on 147 students in two schools. These "comparisons" are not very meaningful, but do provide some basis for interpretation. Future comparisons can be based on Florida score changes over time.

All school averages were compared statistically to each other and to Super's means. Part I, Extent of Planning, yielded statistically higher scores at Evans, with Anderson and Dunedin being statistically equivalent. All Florida Schools gave mean performances in excess of Super's groups, although only Dunedin and Evans differences with Super were significant.

In regard to Part II, Use of Resources, all school means were statistically equivalent and statistically equivalent to Super's mean. Scores on this particular scale show very large variation, so that apparent mean differences are not as meaningful as one might guess.

On Part III, Career Decision Making, all Florida school means were statistically equivalent, but all three means were significantly lower than Super's mean.

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[1]We wish to thank Donald Super and his associates for allowing us to reproduce and use the CDI in its pre-publication form.

Table 6

Means and Standard Deviations of High School Performance on the Career Development Inventory[a]

Test		Anderson		Evans		Dunedin		Super Data[b]
I. Extent of Planning	$\bar{X}$	97.6	(96.8)	119.2	(119.0)	107.0	(107.4)	95.8
	SD	20.9		10.0		20.3		
II. Use of Resources	X	270.7		299.8	(306.8)	291.7		281.8
	SD	44.8		42.8		52.5		
III. Career Decision Making	X	15.5		14.5	(14.17)	13.2		18.7
	SD	5.7		4.8		5.2		
IV. Career Development Information	X	18.0	(17.9)	23.4		17.9	(18.3)	22.1
	SD	6.7		2.6		4.5		
V. World of Work Information	X	14.4	(14.6)	16.6	(17.4)	15.0	(15.5)	17.3
	SD	5.9		6.0		4.6		
VI. Information about Preferred Occupational Group	X	18.9		15.3	(15.6)	17.9	(16.7)	20.0
	SD	4.7		5.0		6.9		

[a]Numbers in parentheses are Winsorized estimates of means. The degree of Winsorization is either 1 or 2.

[b]Weighted average of data from 147 eleventh grade students furnished by Donald Super and Albert Thompson, April 26, 1978.

Part IV, Career Development Information, shows Evans significantly higher than Anderson and Dunedin, which were statistically equivalent. Both Anderson and Dunedin are also statistically lower in mean performance than Super's group. Evans' mean exceeded Super's mean, although not significantly.

In regard to Part V, World of Work Information, all Florida means were statistically equivalent. All group means were lower than Super's means, but only the Anderson mean was significantly lower.

Part VI, Information about Preferred Occupational Group, requires test scoring to be a function of what occupation the student prefers. That is, the "correct answer" is different for different students. Again, all Florida group means were statistically equivalent. Also, all were below Super's mean but only the Evans mean was statistically significantly below Super's mean.

The variety of occupational choices of Florida students, as they report these choices on CDI, is of interest and appears in Table 7. In this table, missing letter codes refer to occupational groups not chosen. "Blanks" indicate students who made no choice and could not be scored on this subtest.

It is of interest that no schools have students choosing any of the following categories: A, mathematics and physical science; I, literary and legal; M, crafts and trades; O, mechanics and operators; or S, sales and display.

In summary, the CDI shows that, in regard to career planning and career development information, the Evans students outperform Dunedin and Anderson students. The particular advantages of the Evans program in these two areas need to be identified and shared with the other school communities. There were no other significant differences among schools. In comparison to the limited Super data, Florida schools are doing well on extent of planning and equally well on use of resources. However, with some statistically insignificant exceptions, Super students tended to outperform Florida students. The data indicate room for improvement in all areas, but particularly in decision making, career development information, and, at Evans only, in information concerning the preferred occupational choices.

Table 7

Occupational Choices of Students on the CDI

Code	Group	Frequency		
		Anderson	Evans	Dunedin
B	Engineering/Applied Science	1	0	0
C	Medical/Life Sciences	0	0	2
D	Medically Related	2	1	1
E	Business--Analytic	2	0	0
F	Business--Administration	0	0	1
G	Business--Sales, Promotion	2	0	0
H	Visual & Performing Arts	1	0	2
J	Social Sciences	1	1	1
K	Education & Human Welfare	3	1	4
L	Technical	0	1	0
N	Agriculture & Forestry	1	0	0
P	Attendants, Helpers, Loaders	0	1	1
Q	Clerical	0	0	1
R	Personal & Protective Services	3	3	1
T	Sports & Entertainment	1	1	0
	Blank	1	2	0
	Totals	18	11	14

EBCE Student End-of-Year Questionnaire

Career Plans After EBCE

Students reported their after-high school career plans as part of the End-of-Year Questionnaire. One year following high school, almost half expect to attend a community college, a fourt expect to obtain technical training or on-the-job training, and a fourt expect to be working full time. Twelve percent expect to be in a four-year college and 18% expect to be working part time while they study or undergo training. Only one student reported no plans. When asked about educational plans, 82% expect to get some post-high school education or special training. Ten percent expect to go beyond four years of college (see Table 8).

When asked about direct work experience on two jobs that they might like to have, only 14% reported no work or observational experience on either. Forty-three percent stated that they had had such experience on both jobs. When asked about their knowledge of how to prepare for these two jobs, only one student said "do not know." Sixty percent believed that they knew how to pursue their career goals. Ninety percent expected to be able to complete preparation for their choice of career.

When asked if any recent experience influenced their career choice, they cited school personnel (27%), workers experienced in their career choice (53%), personal experience trying out jobs (71%), reading (31%), and talking with relatives or friends (37%). Thus, EBCE experiences appear to have influenced many students. In fact, half report that they have changed their minds about careers that they considered interesting previously. The reasons for changing their minds include their observations and try-outs (31%), their "changing interests" (37%), and advice from others (20%).

This set of items was analyzed for differences among schools. Statistically significant differences occured only on one item: are there jobs that last year seemed interesting that you now feel do not match your interests and abilities? Anderson students largely said "no," Dunedin students largely said "yes," and Evans students were 50-50. Thus, the Dunedin program possibly was more effective in creating new interests or making students more realistic.

Table 9 is a list of all jobs cited by all students as their first two choices. The list is interesting in its diversity and shows the need for breadth of site opportunity in EBCE. The list might be helpful to new staff in new programs as they attempt to set up site experiences. A few pairs of responses seem unrelated to the point that we would suspect that such respondents have not yet completed self- and career exploration adequately.

We also report written out statements of reasons for career changes (Table 10). Most of these responses indicate that job try-out of old interests proved to discourage these interests. Some answers imply that new information was obtained that discouraged old interests. One student clearly stated that a new area had been discovered. Many (7) answers were not understandable.

Table 8

Students' Plans One Year After High School

Item	N				Total %
	Boyd Anderson (18)	Maynard Evans (18)	Dunedin (15)	Total (51)	
What do you expect to be doing one year after completing high school?					
working full time	6	4	3	13	25
entering an apprenticeship or on-the-job training	1	3	1	5	10
going into regular military service or to a service academy	0	0	0	0	0
attending a vocational, technical, trade or business school	3	2	2	7	14
attending a junior or community college	8	7	9	24	47
attending a four-year college or university	0	2	4	6	12
working part-time	3	4	2	9	18
other (travel, take a break)	0	3	0	3	6
I have no idea what I'll be doing	1	0	0	1	2
How far do you plan to pursue your formal education?					
don't plan to finish high school	0	0	0	0	0
graduate from high school	5	2	2	9	18
high school plus one or 2 years of college, community college, or special training	8	8	5	21	41
high school plus 3 or more years of college, community college, or special training	3	3	2	8	16
graduate from 4 year college	0	3	5	8	16
graduate or professional training beyond college	2	2	1	5	10
Have you observed or directly worked at either or both of the two jobs you might like to hold after completing your education (item 3)					
observed or worked at both jobs	7	8	7	22	43
observed or worked at one of these two jobs	7	8	7	22	43
did not observe or work at either job	4	2	1	7	14

Table 8 (cont.)

Item	N: Boyd Anderson (18)	Maynard Evans (18)	Dunedin (15)	Total (51)	Total %
How sure are you of steps to prepare for and enter the job which you would most like to hold after graduation?					
do not know where to begin	1	0	0	1	2
have some idea	9	3	7	19	37
steps pretty clear	4	9	5	18	35
steps quite clear	4	6	3	13	25
Do you feel you will be able to complete the necessary steps for this job?					
yes	14	17	15	46	90
not sure	4	1	0	5	10
probably not	0	0	0	0	0
What aspects of your learning experience this year (if any) influenced your choice of potential careers?					
none	0	0	1	1	2
talked to teachers or a counselor about my choices	4	4	6	14	27
talked to people who work at the jobs	8	13	6	27	53
talked with relatives or friends	7	7	5	19	37
had experience in observing or trying out jobs	14	12	10	36	71
read about the jobs	3	9	4	16	31
other	0	0	2	2	4
*Are there any jobs that last year seemed interesting that you now feel do not match your interests and abilities?					
yes	5	9	12	26	51
no	13	9	3	25	49
What caused you to change your mind about the job(s)?					
advice from teachers or a counselor	1	0	3	4	8
advice from relatives or friends	1	2	1	4	8
advice from someone who works at the job(s)	1	0	1	2	4

Table 8 (cont.)

Item	N				Total %
	Boyd Anderson (18)	Maynard Evans (18)	Dunedin (15)	Total (51)	
(What caused you to change your mind?)					
information I have read about the job(s)	0	2	3	5	10
experience in observing or trying out the job(s)	6	4	6	16	31
my interests have changed	4	7	8	19	37
I don't know	0	1	0	1	2
other	1	1	0	2	4

*$\chi^2 = 8.94$, 2df; $p = .011$.

Table 9

Listing of Two Jobs of Interest upon Completion of Education*

Boyd Anderson

Accountant (CPA), Manager
Hair Stylist, Receptionist
Work for Humane Society (don't know job's name), Legal Secretary
Customer Service Station Agent, Flight Attendant
Teacher--working with disturbed children, Secretary
Upholstery Work, Pro Baseball
Teaching, Counselor
Sociologist-Psychologist, Business (traveling, etc.)
Operating Room Technician, Bank Teller
Medical Assistant, Medical Secretary
Respiratory Therapist, Social Worker
Dental Assistant, Restaurant Hostess
Computer Technician, Computer Programmer
Construction Manager (heating and air conditioning)
Librarian at Public Library, Cashier
Teacher Aid for mentally retarded students, Cashier
Airline Stewardess, Teacher's Aid
Buyer, Manager

Maynard Evans

Scuba Instructor
Registered Nurse, Physician's Assistant
Social Worker, Probation Counselor
Secretary, Telephone Operator
Prep Chef, Working Manager of a restaurant
Surgical Technician, L.P.N.
Flight Attendant
Sales, Barber
Technical Director, Manager (retail store)
Underwater Technology Major, Offshore Marine Technology
Attorney, Marine Biologist
Social Worker, Court Stenographer
Sports Writer, Investigative Reporter
Some type of management, Accountant
Systems Programmer, Own my own business
Police Officer, Horse Trainer
Dog Grooming, Animal Trainer
Veterinarian, Humane Society Investigator

Dunedin

Exceptional Children Teacher, Commercial Salesman
Dance Instructor, Artist
Social Worker, Physical Therapist

Table 9 (cont.)

Dunedin (cont.)

State's Attorney, working with abused children
Occupational Therapist, Social Worker
Assistant Counselor, Psychotherapist
Recording Technician, Computer Salesperson
Mobility Instructor, Respiratory Therapist
Reservation Sales Agent (working in an airport), Ramp Agent (working on a flight runway)
Construction, Commercial Art
Gas Station Attendant, Roofer
Juvenile Detention Center
Social Worker, Rehabilitative Counselor for juveniles
Fireman, Lt. Fireman
Veterinary Technician, Camp Counselor/Recreation Specialist

*Edited for spelling errors.

Table 10

Reported Reason for Changing Career Interest

Boyd Anderson

Being a horse trainer, I worked with horses and I feel now that I really don't want that as a career.
I still feel the same about the job.
Marlboro Vans
Working at small restaurants, because working fast isn't my line of speed.
Teacher, Dentist's Assistant; I worked or observed these jobs and they no longer interest me.
Psychologist, Veterinarian, Nurse; because I have changed my mind after observing what I really wanted to pursue.
People change.
I haven't had that many jobs, and haven't done that much so I really can't understand the question.
Librarian; I worked in the school library for 3 years and I decided it's a boring job.

Maynard Evans

Respiratory Therapy; not active enough
Airline Stewardess, Dental Hygienist
Being a director at a nursery school; no advancements, no future, no benefits and no money!
Radio and television broadcasting; because the chances of me entering restaurants are far better than radio and television.
Respiratory Therapy; not enough variety of work
Accounting, it's routine work with no challenge
Dental Worker, because the job kinda seems boring
Politician, Photographer, I can't be a politician because I don't like conning people. Photographers usually work in a studio and that would bore me.
Nurse, Teaching, because of lack of interest and no excitement. I feel that I want to go into other areas and broaden my aspects in these fields.

Dunedin

Bag boy, Stockman, been doing it too long already
Working as an artist (making ceramics), yes
Horticulture, rather work with people
Acting, I don't think I have what it takes--and unless you make it bit it's not a very promising career.
Psychiatrist, Photographer, they do but the salary doesn't for photography and the schooling is too long for psychiatrist.
I did, counseling, working with people.
Altimeter calibration, just didn't care for it.
R.N.--lost interest by participating in hospital work.

Table 10 (cont.)

Dunedin (cont.)
Pilot, I don't have the grades--I just don't think I would be able to study at it.
I was once interested in some form of mechanical drawing--architecture--I was more interested in the natural sciences--therefore took high school classes pertaining to them rather than mechanical drawing.

Student Evaluation of the EBCE Program

As part of the end-of-year questionnaire, students evaluated EBCE as a program. A summary appears as Table 11. This table includes questions and the numbers of students at each school who chose each answer. An answer of "1" was unfavorable while "5" was favorable. In the several questions related to program evaluation, few students gave unfavorable responses. For these questions, averages ranged from 4.1 to 4.6, showing that most students chose one of the two highest categories. The lowest rating was for "provisions of general learning." When asked if they would do it again, 35 said "definitely yes," 14 chose response "4," and there was one "3" and one "2." There were no "definitely no" responses. The other evaluative items yielded similar results. Students see EBCE as better than regular schooling in regard to career instruction and the ability to motivate them; they rate EBCE as "excellent," and would retake EBCE if they had to make their decision again.

Students were asked to check lists of strengths and weaknesses. Their "votes" appear in the same table. Weaknesses selected by enough students to warrant concern include a lack of ability of peers to handle the greater freedom (at all systems, but less true at Anderson), and a lack of sufficient variety of site opportunities (predominantly at Anderson). A few students at each school said there were staffing or organizational problems. A few at Anderson and Dunedin said there was inadequate site supervision and too little attention to survival skills. Individuals' (unedited) written-in "weaknesses" are in Table 12.

In regard to "strengths," all suggested strengths were marked by a substantial number of students. There was only one written in comment and it is in Table 13.

In general, these data show strong positive feeling about EBCE on the part of students, along with a willingness to point out areas that could be strengthened.

Students were also told to write in any comments that they cared to make. These are listed (unedited) in Table 14. Again, these comments show high positive attitudes, along with some criticism and suggestions.

Table 11

Students' Evaluation of EBCE Program

Item	Responses by School*															Item Mean
	1			2			3			4			5			
	A	E	D	A	E	D	A	E	D	A	E	D	A	E	D	
How would you rate the overall quality of your EBCE program?	0	0	0	1	0	0	1	0	0	6	10	4	10	8	11	4.51
If you had it to do over again, do you think you would decide to participate in EBCE?	0	0	0	0	0	1	1	0	0	7	4	3	10	14	11	4.63
In EBCE have you felt that you could progress at your own rate?	0	0	0	0	0	0	4	1	1	2	2	6	12	15	8	4.57
In comparison with the regular high school program, how much opportunity did EBCE provide you for learning about occupations?	1	0	0	0	0	0	4	1	0	3	3	2	10	14	13	4.57
In comparison with the regular high school program, how much opportunity did EBCE provide you for general learning?	1	1	0	2	0	0	3	2	2	6	6	4	6	9	9	4.14
In comparison with past experiences in the regular high school program, how motivated are you to learn in EBCE?	0	0	0	0	1	1	3	0	0	8	4	3	7	13	11	4.47

Table 11 (cont.)

Item	N of Responses			Total	
	A	E	D	N	%
What do you think are the two greatest weaknesses of the EBCE program?					
**some students can't handle the freedom	5	12	11	28	55
problems in the organization/staffing of the program	3	2	2	7	14
students not receiving sufficient training in basic skills or survival skills	4	0	1	5	10
inadequate supervision of students on job sites	3	0	2	5	10
***lack of a variety of job sites to meet students' interests	8	2	2	12	23
other	2	8	5	15	29
What do you think are the two greatest strengths of the EBCE program?					
good alternative to a regular school program	4	5	7	16	31
quality of the staff	4	8	8	20	39
students learn about a variety of careers	11	8	10	29	57
students learn about "real life" situations and responsibility	14	12	10	37	72
good way of getting students to learn	4	5	4	13	25
experience in working with adults	11	10	9	30	59
individual treatment of students	6	4	7	17	33
other	1	0	0	1	2

*A = Anderson; E = Evans; D = Dunedin.

**Item 7a ($\chi^2 = 8.41$, df = 2, $p < .05$).

***Item 7e ($\chi^2 = 6.78$, df = 2, $p < .05$).

Table 12

Students' Written Comments on EBCE Weaknesses

Anderson

Students don't know what is going on in school (when yearbooks are in, etc.)
There are no weaknesses
I think it is good like it is (no problems this year).
Not knowing what is going on at your school while you're at your site.

Evans

Too much paperwork
Not picking students really interested in EBCE or mature enough for it
Lack of more group discussion about job sites
Meeting to longs
Too much paperwork and students working full time shouldn't be allowed in the program
Not being able to get paid when employers are aching to put you on a payroll
One really listens during semar (seminar?)
Employer not taking a big enough interest
Not enough reporting on what you are doing

Dunedin

Resource people to not give the student enough to do, so they may become bored or loose interest
Transportation
More decision with kids on seminars
Insecurity of teachers' job
Needs more planning and more time

Table 13

Students' Written Comments on EBCE Strengths

Anderson

I think it is real good for youth in high school these days.

Table 14

Students' Additional Written Comments

Anderson

Gives students a better understanding of what they want to do in their life after graduating.

It gave me the opportunity to look that the airline field. And to know if I would like it.

I felt it was a good experience to get the chance to work with the Special Education children at Lauderdale Lakes Middle School.

You really feel like you're on your own so that helps you in your later future.

I think my experience helped me in my decision to teach and I am really glad I took it and would recommend it highly for other students.

The teacher has to make a better effort in getting a job site.

It's a great class and from my pass experience with the class, you learn more about yourself, and ways to build you into a very situated person, as to what you do and get out you career.

I think it's a good course for students unsure of their plans in the future or for someone who knows what they want to do but want on the job training.

I really liked CBCE this year because it really guided me into knowing what I really wanted to do with the rest of my life.

I just feel it's a good program because it gives you a chance to work at something you might want to get into.

I liked it I learned to hold responsibilities and work with adults and students.

I think CBCE is a good program it lets you go through and actually do what career you want. And you get to change if you don't like it.

I enjoyed this program very much this year. I stayed at my first cite because I was very pleased with the kind of work I was doing. And with the people I worked for.

I just liked CBCE very much even though my site was at work. I learned a lot of new things for my career when I get out of high school.

Evans

I think the program is set up very well and the people at the job sites seem to accept us very well. Without Mrs. Moore, Key, & O'Niel's dedication to the program and their helpfulness to us, it would never have been such a success.

I lived every moment of it. It's a very rewarding opportunity. I loved it.

I have learn a lot about jobs' and situations.

Table 14 (cont.)

Evans (cont.)

Other than me working full time and in the program, I feel the program is pretty good. The only problem was working full time (40 hours), going to school and being in the program at the same time.

It is a very educational program which more people could benefit from.

It made a great impression on me.

The program could not satisfy everyone.

I would like to thank Mrs. Key and Jackie Moore for the guidance and patience they have extended. It's been super.

I enjoyed it immensely!

Dunedin

I have really learned a lot and the experience was excellent.

It's a great program and Mrs. Cooper is just the right of teacher it needs.

Keep the program--it's great.

I feel that if it weren't for my involvement in the EBCE program this semester, I would be groping for on-the-job experience needed to get into the college program I am pursuing. I also think that every high school student (not that this is possible) should be involved in EBCE in order to explore and learn about different career opportunities and how they meet their specific interests and abilities.

It was pretty good I lean a lot.

I feel this program is a basic need of high school students. So many of us need a chance to explore and with this terrific opportunity we may find out a little more about ourselves and the world around us.

The EBCE program is a program that needs to be expanded so more kids can get out into the community.

Student Evaluation of EBCE Outcomes

Students were asked to respond to a set of 23 items that dealt with the degree to which they believed EBCE to be helpful to them. That is, they were asked to judge subjectively how they had been changed by EBCE. A five point scale was used, with a "5" meaning "Very Helpful" and a "1" meaning "Of Little or No Help" (see Table 15).

Almost half (10) of the items received averages above 4.0. These ten items dealt with major objectives of EBCE and show that students at least think that they are benefiting in appropriate ways.

Items with low ratings (below 3.0) were all related to academic skills--science (2.9), reading (2.94), and mathematics (2.27). (However, there were a few "5"s marked for each.) This response does show that students do not see EBCE as helping in academic areas. Writing did receive a slightly higher rating (3.17) and oral communication skills was rated higher (3.84). Twenty students said their writing had improved and 33 claimed oral communication improvement.

The set of 23 items was treated as a test and scores were developed by adding up the student's ratings. This score could range from 23 (all "1") to 115 (all "5"). School averages and standard deviations appear in Table 16 and an analysis of school differences is in the subsequent table. All schools yielded similar averages, which ranged from 82 to 91. There was considerable variability at each school, but variability was highest at Anderson.

Knowledge About Careers

The survey also included some factual items presented as an opinionnaire, but actually were true-false type questions. The number of correct responses at each school appears in Table 18. This survey shows that students have many misconceptions about the world of work. In particular, 80% said that they believed that determination was sufficient for job success. Also, 24% believed that few women work outside the home.

These items were also used as a "knowledge test." Performance is summarized in Table 19. The subsequent table summarizes a comparison of the three schools. The schools are seen as equivalent in regard to average performance on this set of true-false type items.

Table 15

Students' Evaluation of EBCE Outcomes

How helpful do you feel your EBCE experiences this year have been in assisting you to:	Responses by Schools*															Item Mean
	1			2			3			4			5			
	A	E	D	A	E	D	A	E	D	A	E	D	A	E	D	
Solve problems logically	3	1	0	1	1	0	7	8	8	3	5	5	4	3	2	3.41
Understand the role of science in our society today	6	4	0	2	2	2	6	6	8	2	3	4	2	3	1	2.90
Understand more about yourself	0	0	0	2	1	0	8	3	5	2	4	3	6	10	7	4.20
Get along with others	0	2	0	1	2	0	4	3	4	4	5	5	9	6	6	3.92
Understand the democratic process**	6	0	0	0	2	2	5	10	7	5	6	3	2	0	3	3.16
Develop your own creativity	1	0	0	1	0	1	3	5	4	4	3	5	9	10	4	4.00
Learn how your interests and abilities fit into potential careers	1	0	0	0	0	0	3	1	6	5	4	4	9	13	5	4.27
Learn how society's values, the government and the economy affect the world of work	2	0	0	4	1	1	5	9	7	4	5	4	3	3	3	3.41
Learn what to look at when considering a job	2	0	0	0	2	1	3	0	4	5	3	6	8	13	4	4.12
Learn how to find and keep a job	3	1	0	0	2	0	5	2	8	1	4	3	9	9	4	3.82
Learn the basic skills necessary for the careers that interest you	2	0	0	1	0	0	2	1	4	7	5	7	6	11	4	4.04
Improve your reading skills***	7	0	1	4	1	3	3	11	5	2	3	6	2	3	0	2.94
Improve your math skills	9	4	1	4	5	6	2	9	6	2	0	2	1	0	0	2.27
Improve your oral communication skills	2	0	0	0	2	0	5	6	3	5	5	7	6	5	5	3.84
Improve your writing skills	5	0	1	1	4	3	7	6	4	2	4	5	3	4	2	3.17
Know what level of basic skills proficiency is required in the jobs of interest to you	2	0	0	1	1	0	8	1	6	4	7	4	3	8	4	3.65
Gain confidence in your ability to apply basic skills to complete tasks and to solve problems around you	1	0	0	2	0	1	3	3	6	5	5	7	7	10	1	3.94

Table 15 (cont.)

How helpful do you feel your EBCE experiences this year have been in assisting you to:	Responses by Schools*															Item Mean
	1			2			3			4			5			
	A	E	D	A	E	D	A	E	D	A	E	D	A	E	D	
Become acquainted with a broad range of resources to use in gathering information for work and decision-making	2	0	0	2	1	0	6	3	5	3	6	6	5	8	4	3.82
Communicate comfortably with adults	1	0	0	0	0	0	5	4	3	4	6	7	8	8	5	4.12
Take responsibility for your own actions	1	0	0	0	0	1	2	4	3	4	4	2	11	10	9	4.31
Become more open to ideas and values different from your own	1	0	0	0	1	0	7	0	3	4	8	4	6	9	8	4.16
Use information obtained through direct experiences in making decisions	1	0	0	1	0	1	5	2	4	4	4	7	7	12	3	4.08
Feel prepared to accept adult responsibilities	0	0	0	0	0	0	2	4	4	4	3	5	12	11	6	4.37

*A = Boyd Anderson; E = Evans; D = Dunedin.

**Item 5 ($\chi^2 = 18.82$, df = 8, $p < .05$).

***Item 12 ($\chi^2 = 22.38$, df = 8, $p < .01$).

Table 16

Means and Standard Deviations for Total Score on EBCE Outcomes by School

School	N	$\bar{X}$	SD
Anderson	18	82.28	16.65
Evans	18	91.11	11.61
Dunedin	15	87.27	12.31
Total	51	86.86	14.03

Table 17

Analysis of Variance for Total Score on EBCE Outcomes by School

Source	df	Sum of Squares	Mean Square	F-Ratio
Between Groups	2	705.72	352.86	1.85
Within Groups	48	9130.32	190.22	
Total	50	9836.04		

Table 18

Knowledge About Careers

Item	N Correct by School*			Total Correct	
	A	E	D	N	%
Most persons remain in the same job throughout their adult lives.	11	14	13	38	74
**Few women work outside of the home after marriage.	10	16	13	39	76
Less than one-third of all job openings require a college degree.	12	9	7	28	55
Most people have the ability to do well in any job if they set their minds to it.	3	3	4	10	20
There is only one "right job" for a person in terms of his/her abilities.	12	15	12	39	76
The unemployment rate of 20-year-olds in the labor market is usually less than the rate for other adults.	8	9	8	25	49
The State Employment Service Office provides free information about job openings and job training programs.	17	18	15	50	98
Apprentices are paid while they learn.	12	11	12	35	69
The English and math skills of freshmen are about the same from one college to another.	8	9	9	26	51

*A = Anderson; E = Evans; D = Dunedin.

**($\chi^2 = 6.78$, df = 2, $p < .05$).

Table 19

Means and Standard Deviations for Total Score on Knowledge About Careers by School

School	N	$\bar{X}$	Standard Deviation
Anderson	18	5.17	1.62
Evans	18	5.78	1.86
Dunedin	15	6.20	1.86
Total	51	5.67	1.79

Table 20

Analysis of Variance for Total Scores on Knowledge About Careers by School

Source	df	Sum of Squares	Mean Square	F
Between Groups	2	8.97	4.48	1.42
Within Groups	48	152.01	3.17	
Total	50	160.98		

Student Interviews

Selected students were interviewed by EESI staff at the end of the EBCE experience utilizing the EESI Student Interview Form. Eight students from Anderson, ten from Dunedin, and nine from Evans were interviewed.

Anderson

Without exception the students were pleased with the EBCE program. Their enthusiasm for the program ran the gamut from being exposed to careers that they liked (or discovered they did not like) to getting off campus and not having to go to classes. There was nothing they liked least about EBCE. The only verbal response was that of having to use too much gas going to the job site.

Most students had a morning class such as math or English at school before reporting to work.

When asked to comment on their guidance sessions with the learning coordinator, they said that they reported to him on Fridays and talked about any problems they may have had. Mostly they came in on Fridays and filled out a time sheet and talked informally with any one who might be around. One student mentioned that she never came in. Another student, in making recommendations for next year, suggested that students be requited to come in once a week.

The students described what they had been doing in the field. The director had done a good job in placing students at sites related to their interests. The number of placements varied from one to four with two the mode. Two students were at jobs in which they had been or were presently employed; one student was at a site owned by his father. Students were, on the whole, pleased with their placements. They were given constructive experiences, not just busy work. One girl felt that she filed too much; one boy working with wood complained that he was given the same type of work to do over and over until he changed sites. The other students were given a wide range of tasks to learn.

Most of the students had their own cars, so transportation was not a problem for them. One student worked at a site near the high school and rode the school bus; another was transported by her mother.

Only one student reported having to give up anything (an elective course) in order to have the field experience. All students interviewed had completed their required courses (with the exception of the course they were taking) and needed only the hours which EBCE provided.

If they could go back and repeat the experience again, seven of the students said they would do the same thing again. One student said she would changes sites each nine weeks.

There were only four recommendations made for next year's project. (1) Find a way for students to be paid for their work at the sites. (2) Have more visits by the total group to work places. (Several students mentioned a trip to the court house from which they had learned a lot).

(3) Provide better communication between the school and the students who, by being away, miss announcements. Two students had missed a dance and one almost missed getting her annual and cap and gown. (There is a mail box for each EBCE student. Students felt the school should mail announcements related to important matters to their homes.) (4) A day for all students to come in should be required.

There seemed to be no discrimination on the basis of sex. None was reported by students. All students interviewed were white.

Dunedin

All interviewed students at Dunedin were very favorable in their comments about EBCE. One student suggested that the program be required for all students. Frequently cited was the opportunity to work with professionals on their job. The students complained about the amount of paperwork including journals, write-up of seminars, forms and evaluation instruments they had to fill out as what they liked least about the program.

The seminars were highly praised with students commenting, "we needed them a lot," "very interesting," "best part of class," and "they were neat, too." Apparently the students enjoyed hearing about what other EBCE students were doing and hearing from the specialists who were brought to the seminar.

All students interviewed rated their site experiences as very good. The students seemed to believe it was necessary to have a car for transportation to sites and one complained about the amount of gas required to visit sites.

The students seem to feel that the program needed more students and that the learning coordinator whom they all regarded very highly needed more help. Some students requested more structure in the program. A few examples of sexual bias were reported in that there were no women employed in the fire station or the body shop and that girls were not allowed in the security area of the juvenile detention center. The absence of females at the fire station was discussed with the fire chief in the presence of the evaluator and his report was that most females who applied lacked the body strength to pass the qualifying test of the Fire Department.

Evans

The students interviewed at Evans were very favorable in their comments about the EBCE program. Their specific comments emphasized the freedom and responsibility they experienced in learning about jobs. One student suggested a longer orientation period to explore different job sites before choosing a site. Another student suggested all seniors with at least a 3.2 average should participate in the program.

The students enjoyed the seminars, especially the last half when apparently a number of guest speakers attended. The job site experiences were rated high by all but two students with one student responding "everybody was terrific." One negative comment concerned the lack of time for

students on the part of radio personnel and the other concerned a diving shop where observation was all the student was allowed to do. The students did not report any transportation problems as all but one reported having their own car.

One student reported that at Disneyworld girls were not assigned to heavy physical tasks. A female student complained about the absence of sex stereotyping in that "guys don't even open doors anymore. I like them to."

Students were very positive about their learning coordinators in that they made EBCE a successful program.

In their summary statements about this program indicative of their support, the following remarks were made: "I recommend it to anybody," "A student is going to get out of this program what he puts into it, and that's what it should have been--that's great. A totally different kind of learning experience from school."

Parent Opinion Survey

A Parent Opinion Survey was delivered by students in the EBCE program to their parents. A stamped, self-addressed envelope was enclosed for mailing the responses directly to EESI. Responses were received from a total of 31 parents.

Items 1 through 9 constitute a parent evaluation scale of the program. The questions were concerned with the effect of the program on the student, as perceived by the parents, and parent contact with the program. A response of "1" tended toward the negative and "5" was more positive response. The mean response for each item and school is given in Table 21. All of the school programs received a total rating of 4.0 or above, with Boyd Anderson receiving the lowest and Maynard Evans the highest scores.

The lowest ratings on the scale were given in response to items 4 and 5. Item 4 concerned the amount of information parents received about their child's progress in the programs. Item 5 was in regard to the amount of contact with EBCE staff members. In another section of the survey, parents were asked the number of meetings they attended where other parents of EBCE students were present. All the parents at Dunedin reported "none." However, parents at Boyd Anderson reported as many as four meetings. It appears that contact with parents varies among the schools but is still, nevertheless, limited.

Parents appear to be getting information about the EBCE program from the students in the program. They were asked how often their son or daughter talked to them about regular classes (before attending EBCE) and about the EBCE program. According to parents, the students talk to their parents more than they did before the program when they were in regular classes.

When asked about the greatest weaknesses of the EBCE program, almost half of the parents (13 out of 31) referred to the inability of some students to handle the freedom. More parents from Boyd Anderson mentioned this as a weakness than did those of the other two schools (see Table 23).

Responses varied regarding the strengths of the program and the positive changes observed in the son or daughter. There was no consensus of responses among all three schools.

This was not the case, however, when parents were asked what negative changes were noticed in the student as a result of participation in the program. Almost all of the parents indicated "disappointed with the program." The nature of this disappointment is not known.

Parents did indicate that they felt the students had acquired a variety of knowledge, skills, and attitudes as a result of participating in the program. The majority of the parents indicated that no changes were warranted in the program or had no comments regarding recommended changes.

The Parent Opinion Survey indicates that parents are satisfied with the program. The program has a variety of strengths and positive effects on the student as perceived by the parents. One concern, seen as a weakness of the program, was the inability of some students to handle the freedom. The majority of the parents had no recommended changes to suggest.

Table 21

Mean Scores on Parent Evaluation Scale* by Items and School

(Items 1-9 on EBCE Parent Opinion Survey)

School	1	2	3	4	5	6	7	8	9	$\bar{X}$
Boyd Anderson (N = 11)	4.00	4.64	4.55	3.09	3.36	4.36	4.45	4.36	4.27	4.12
Maynard Evans (N = 10)	4.90	4.90	4.80	4.33	2.00	4.90	4.90	4.70	4.80	4.47
Dunedin (N = 10)	4.60	4.80	4.80	3.90	2.33	4.70	4.80	4.60	4.60	4.35
Item Mean	4.48	4.77	4.71	3.73	2.62	4.65	4.71	4.55	4.55	4.30

*Scale of 1-5, with 5 as the more positive response.

Table 22

Mean Frequency of Parent-Child Interactions about School

School	Before EBCE, Regular Classes	EBCE Program
Boyd Anderson	3.82	4.55
Maynard Evans	3.50	4.46
Dunedin	2.90	4.60
Total Mean	3.42	4.52

*Scale of 1-5, with 1 as "almost never" and 5 as "almost daily."

Table 23

Item Responses to Parent Survey by School

How many meetings have you attended during this school year where other parents of EBCE students were present?

	None	One	4 or More
Boyd Anderson	2	1	5
Maynard Evans	6	3	-
Dunedin	10	-	-

Greatest weaknesses of the EBCE program:

	Boyd Anderson	Maynard Evans	Dunedin
Some students can't handle the freedom	7	2	4
Problems in the organization/ staffing of the program	1	1	1
Students not receiving sufficient training in basic skills or survival skills	2	0	0
Inadequate supervision of students on job sites	1	0	0
Lack of variety of job sites to meet students' interests	3	2	0

Greatest strengths of the EBCE program:

	Boyd Anderson	Maynard Evans	Dunedin
Good alternative to a regular school program	4	9	6
Quality of the staff	4	1	4
Students learn about a variety of careers	5	6	8
Students learn about "real life" situations and responsibility	6	8	8
Good way of getting students to learn	2	5	4
Experience in working with adults	5	6	8
Individual treatment of students	3	5	5

Positive changes in son or daughter:	Boyd Anderson	Maynard Evans	Dunedin
Greater maturity or self direction	6	8	5
Better able to relate to others	3	5	6
Greater self confidence	9	6	3
Clearer direction about his/her future	4	8	8
More interested in education	2	5	4
Better understanding of jobs	3	8	7
Improvement of basic skills	2	2	0
More realistic attitudes toward life, work, etc.	7	4	8

Negative changes in son or daughter:	Boyd Anderson	Maynard Evans	Dunedin
Less interested in education	0	0	0
Less interested in working	2	1	1
More critical of others	0	0	0
Disappointed with the program	8	7	7

Knowledge, skills, and attitudes acquired in the EBCE program:	Boyd Anderson	Maynard Evans	Dunedin
First-hand knowledge of demands in a "real world"	6	9	9
Working with other people	3	7	8
On-the-job skills	5	8	7
Self-discipline	4	5	5
Motivation to learn	7	4	4

Recommended changes:	Boyd Anderson	Maynard Evans	Dunedin
No comment	4	3	2
No changes warranted	3	4	5
More closely monitored	1	0	0
More careers to choose from	2	0	0

Employer Opinion Survey in Broward, Orange, and Pinellas Counties

Responses of employers to a survey are reviewed in this section. We also received information directly from employers and indirectly through LC's to provide input in addition to that reported in this section.

The types of employers who reported are listed below.

1. Broward (8): newsperson, veterinarian, hair stylist, paint manufacturer, educator (2), and restaurant manager (2).

2. Orange (12): attorney (2), mechanics, medical doctor, airline official, TV station manager (2), probation officer, law enforcement officer, educator, department store manager, and Disney World official.

3. Pinellas (17): realtor, hospital official, veterinarian (2), automobile repair shop manager, educator (4), social service worker (2), Chamber of Commerce official, nespaper person, automobile club official, community health service person, firefighter, and arts center staff member.

The size of businesses included several small businesses of less than 10 employees (13), a few large businesses of 300 or more employees (6, at least one in each county), and the remaining businesses had from 10 to 100 employees (18). Several employers had been participating in experience-based education programs for some time in Orange and Broward Counties.

Information on time spent with students was mixed. In regard to career exploration activities, answers ranged from zero to forty hours. In regard to time for learning experiences, answers ranged from one to 35 hours. Typical responses were from 5 to 8 hours for each. Many omissions were given or responses like "all of the time." It is not clear that employers could distinguish "career exploration" from "learning experience" in regard to this question, since the combined answers to these two questions ranged from six to 60 hours.

Several questions can best be described by giving a count of all responses to each. These data appear in Table 24.

Question 2 shows a de-emphasis of non-job activities, other than personal problems, which were discussed considerably. Added activities were talking about job opportunities and school activities. Services "written in" included in-service orientation for the visually impaired and discussions of further educational opportunities in related fields.

Question 3 shows a total reliance on staff recruitment of sites at Pinellas, but a wider range of contact method in other counties. Interaction of participating employers should become a major method of recruiting sites. Hopefully, programs will not need to depend upon students recruiting their own employers. Written in reasons included volunteering at a Rotary Club meeting (Pinellas) and citing a Dr. Hale as influential (Pinellas).

Table 24

Item Responses to
EBCE Employer Opinion Survey

Item	County		
	Broward	Orange	Pinellas
Check any of the following supportive services which you (or others at your site) provide for the students.			
talk about job opportunities	6	11	14
talk about the student's personal problems	2	7	12
talk about activities at your site	7	12	17
tutor in an academic area	1	4	4
evaluate individual student's assignments	3	9	11
assist students in non-job-related assignments	4	2	2
supervise students to perform a specific job-related task at your site	6	11	15
help plan student assignments	1	5	12
other	0	0	2
omitted	1	0	0
Total possible	8	12	17
How did you first become involved with the program?			
program personnel contacted me about the program	3	6	13
a student talked to me about the program	3	5	1
another employer talked to me about the program	1	1	0
company personnel talked to me about the program	0	2	1
other	0	1	0
blank	1	0	2
Did the program staff provide you with enough information to help you direct student activities at your site?			
yes	5	12	17
no	2	0	0
blank	1	0	0
Would you recommend to a potential employer or resource person that he/she also become involved with the program?			
yes	8	12	16
no	0	0	1

Item	County		
	Broward	Orange	Pinellas
In general, do you think the EBCE students you have worked with have benefited by being at your site?			
1 Definitely no	0	0	0
2	0	0	0
3	0	0	3
4	2	3	3
5 Definitely yes	6	9	11
In general, do you think the students you have worked with are really interested in learning new things?			
1 Definitely no	0	0	0
2	0	0	1
3	0	0	3
4	2	2	2
5 Definitely yes	6	10	11
Do you receive adequate feedback about what happens to the students after they leave your site?			
1 Never	3	1	1
2	2	2	2
3	0	3	1
4	1	1	5
5 Always	1	2	3
blank	1	2	5
Do you receive adequate feedback about the effectiveness of your work with the students?			
1 Never	1	1	0
2	3	2	2
3	0	3	1
4	3	1	6
5 Always	1	3	7
blank	0	2	1
How would you describe the <u>appropriateness</u> of the behavior and appearance of the student(s) with whom you worked?			
1 Poor	0	0	0
2	0	0	1
3	0	0	2
4	3	4	8
5 Excellent	5	8	6

Item	County		
	Broward	Orange	Pinellas
Did the students demonstrate:			
a. good interpersonal relations?			
1 Never	0	0	0
2	0	0	1
3	0	0	2
4	3	4	7
5 Always	5	8	7
b. effective work habits?			
1 Never	0	0	0
2	0	0	1
3	1	0	4
4	5	7	5
5 Always	2	5	7
c. sufficient verbal communication skills?			
1 Never	0	1	0
2	0	0	1
3	2	0	3
4	4	4	7
5 Always	2	7	6
How have employees at your site reacted to your agency's preparation in EBCE?			
positive reaction	4	8	13
negative reaction	0	0	2
mixed reaction	2	3	0
no reaction	1	1	0
not applicable	1	0	0
don't know	0	0	0
blank	0	0	2
In what ways (if any) have the employees at your site benefited?			
they haven't benefited	0	0	2
increased their awareness of youth	4	6	8
motivated regular employees to further training	4	2	0
reduced their workload	5	3	4
increased interest in their own work	3	1	4
I don't know	0	2	1
other	0	1	2
blank	0	1	2
Do you plan to continue participating in the EBCE program next year?			
yes	7	10	12
no	1	2	2
blank	0	0	2

Item	County		
	Broward	Orange	Pinellas
Do you plan to continue participation in EBCE next year? (why or why not?)			
the program is worthwhile	7	9	13
I like the people involved	4	5	9
my participation is a community service	4	3	10
it is challenging to me	2	2	9
I have had problems with the staff	0	0	0
I have had problems with the students	0	0	1
the program is not effective	0	0	0
I don't have time	0	2	1
other	0	0	1
blank	1	0	2
What do you think are the greatest strengths of the program?			
good alternative to regular high school program	4	7	10
quality of the staff	0	0	8
students learn about a variety of careers	5	8	16
students learn about real life situations	5	8	16
good way of getting students to learn	3	3	11
experience in working with adults	5	4	15
other	0	0	1
What do you think are the greatest weaknesses of the program?			
some students can't handle the freedom	1	6	3
problems in the organization of the program	0	0	0
students not receiving sufficient training	0	2	2
inadequate supervision of students on job sites	0	2	0
too much paperwork	0	2	1
lack of feedback about students	3	2	1
may be too difficult/technical for some students	1	4	2
other	3	0	0
blank	3	2	0
"none"	2	0	9
How many students would your site be able to handle at one time for career exploration?			
one student	2	5	12
two students	3	4	2
three to five students	3	2	1
six to eight students	0	0	1
more than eight students	0	0	1
blank	0	1	0

Item	County		
	Broward	Orange	Pinellas
What do you feel students are able to learn on job sites that they could not learn as well in a regular classroom?			
first-hand knowledge of demands in a "real world"	8	9	15
working with other people	6	6	13
on-the-job skills	7	6	15
self-discipline	2	5	14
motivation to learn	3	7	16
nothing	0	0	0
other	0	0	1

Staff information exchange (question 4) is weak in Broward, according to two of seven respondents, good in other counties. All but one of the 37 respondents expressed willingness to urge other employers to join the program (question 5). Employers tend to believe that students benefit from EBCE (question 6) and are "really interested" in learning new things (question 7).

Questions 8 and 9 indicate a need to improve school-employer communications. In each county there are employers who want to know more about students following site experience and more about the effectiveness of their work in EBCE.

Employers were asked about students in questions 10 and 11. With some exceptions in Pinellas, student behavior and appearance were judged appropriate (question 10). Again, with exceptions in Pinellas, interpersonal skills of students were judged as good (question 11a). With some exceptions, students' work habits were judged effective (question 11b) and their verbal skills were seen as sufficient (question 11c).

Employers were asked about the effect of EBCE on their employees (questions 12 and 13). The majority said that their employees reacted positively, although two in Pinellas said the reaction was negative. There were a few "mixed reactions" in Orange and Broward. The benefits to employees were primarily increased awareness of youth and a reduced workload. Six employers said that EBCE motivated their employees to obtain additional training. Eight said that EBCE increased the employees' interest in their own work. Two at Pinellas said that there were no benefits.

It is unfortunate to see employers looking for employee relief by EBCE students. One added comment was that the student leaves just when the student is about trained. We need to stress more the learning goals and career development goals in our employer orientation. We are pleased to see the employee motivation gains at some sites. The intrinsic reward of teaching has been cited as a major motivator of employees in other projects. For example, a comment from Orange County was that the employees could see the value of training by working with youth. At Pinellas, you have employers stating that employees benefited by seeing youth interested in their work, they "felt good about helping people interested in their profession."

When asked about future participation (question 14), 29 employers requested continuing participation and five asked to be deleted. (Two did not respond.) The major reasons for continuing were: they believed the program worthwhile (29), they liked the EBCE personnel (18), they wanted to do community service (17), and they wanted the challenge (13). Another reason written in was that EBCE could serve to recruit interested students into proper training. Reasons for not continuing included an insufficient work load to provide students with experiences and a lack of time for participation. One site person, a teacher, was going to be unavailable next year. One did not believe that students could spend enough time on site for an adequate experience.

Employers were asked about program strengths (question 15) and weaknesses (question 16). Among strengths, all options were marked several times in each county except for "EBCE staff." "Staff" was cited only at

Pinellas as a major strength. In regard to "weaknesses," there was concern that some students were not ready for the freedom required in EBCE (10). There was concern about lack of feedback (6) and about a lack of technical preparation (7). Eleven clearly stated "no weaknesses." Written in responses cited technical requirements in veterinary training, the inflexibility of hours, and the lack of time for personal participation.

When asked about the number of students who could be handled at the site (question 17), responses were quite favorable. Nineteen said "one" only. But nine said "2," six said "3 to 5," one said "6-8," and one said "more than 8." It appears that the clustering of students at some sites might be considered. This will allow some transportation freedom and might be more convenient for employers than to have single students on several occasions.

Question 18 was to identify the unique learning opportunities on site. All options were chosen, except for the choice "nothing," which received no votes.

Employers were finally asked to write in suggestions or comments. These are all listed below, with some editing on our part.

Broward

More feedback/contact from school. When should he be here, days off, etc.

We expect much more from students with the aptitude and ability to become veterinarians than we do from those who wish to work with animals. We enjoy having both types equally.

I think students should work 5 days a week just as if they were in classrooms. Also, their attendance should be checked with someone at the work site.

She's a fine young lady. Makes the program look great.

Orange

In this particular area a student needs to be more mature and open minded than many may be capable of handling.

It's fantastic! and very sufficient.

None, other than continue to send only those students (for interview) who have an expressed interest in police work.

I would like to say the program is very good for students. Thank you for letting us be a part of it.

I feel you should combine questionnaires so there is no repetition.

Pinellas

I see it as a worthwhile endeavor and enjoyed being a part of it. I think it would be good if every senior student could be involved with a program like this sometime in his last year. Perhaps for at least one week.

Keep on going.

Fewer forms for follow up are needed. This represents the 3rd form we have filled out.

It was great! Thanks! I was delighted to be a part of the program.

Teri Cooper has made a special effort to keep in touch, offer help, and show real concern when dealing with me.

I think the program gives students an opportunity to find out about careers before they have to decide on a future for themselves.

Teri Cooper has done a fine job.

Good experience for students to learn about a variety of careers. Also provides opportunity for agency to disperse information to the public.

We highly recommend that more students be involved in this program and look forward to working with these students in the future.

I wish to see the program continued not only for the students' benefit but I myself have learned from them.

I like the program. It helps take the guesswork out of planning for life after high school.

Programs of this type are a definite asset, etc. (philosophy)

Program might be more acceptable to some "employers" if they had a role in selection of their "students"--also might give students a feeling of competitive achievement and the necessity of knowing how to "apply for a position."

Teri Cooper was very nice to work with and really wanted to help the student involved at the fire department.

Ideally, the program is excellent. Because of the shortness of daily exposure to the job, the student does not feel committed to any one project and has no time to initiate continuing relationships with other staff. I had the feeling that, for our intern, the experience was pleasant but more a lark than serious job exploration.

In summary, employers appear to be generally enthusiastic about EBCE and most want to continue to participate or to increase their participation and to urge other employers to participate. However, the survey indicates concerns in regard to communication between EBCE staff and employers, orientation of students to sites, orientation of employers and employees to EBCE, and improved site recruitment.

Parent and Employer Interviews

In order to verify the information obtained from parent and employer surveys, selected parents and employers were interviewed by telephone. Some employers were interviewed on-site and others (in Pinellas) at a special breakfast meeting for EBCE employers.

The parents were consistent with their survey responses in that they were favorable in their reactions to EBCE. The parents felt that the program was of great value to their children. Their children were reported to be more realistic about the world of work, more self-confident and more certain about what they did or did not want to do as a career. Several parents expressed hope that their younger children could participate in the program. One parent described the program as "marvelous." Another said, "Students these days are unrealistic and have little ambition. This experience has helped on both counts. It makes them more realistic about jobs." After interviewing one parent on the telephone an evaluator wrote, "I have never heard a parent so turned on about any school program." Another quote from a parent was: "Don't stop that kind of stuff. It's what the kids need! Lots of kids even finish college and can't get a job."

One parent was somewhat disappointed because it was her understanding that after finishing this site experience her daughter would be hired at the site. Another parent reported that she thought it was a great opportunity for kids but that her son did not have a good site because the personnel at the radio station did not have time to work with him. One parent said communication between students in EBCE and the regular school program needed improving, such as general announcements and deadlines.

The employers were also supportive of the program congruent with the surveys. Some employers did report that they did not receive enough information and feedback from school staff. Others felt that the student schedule should follow a set program, and another complained about the amount of paperwork required both for the student and the employer.